Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Online Technical Assistance for CTE
Basic Grant and Data Reporting Workshop

July 16, 2005

Contact Information:
Program Improvement Unit
Career and Technical Education
1535 W. Jefferson St. Bin 36
Phoenix, AZ 85007
(602) 542-5358
mjohnso@ade.az.gov

2005 ACTE CONFERENCE
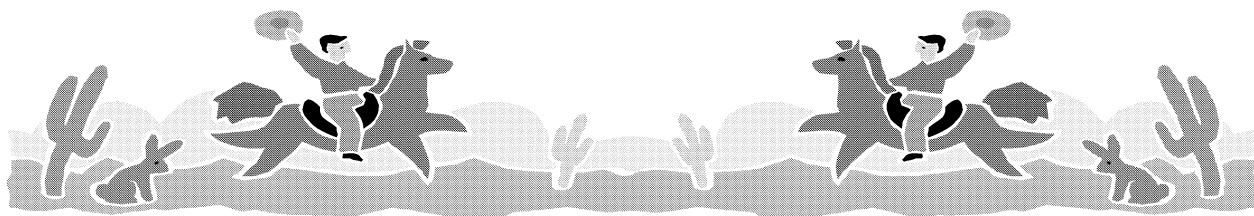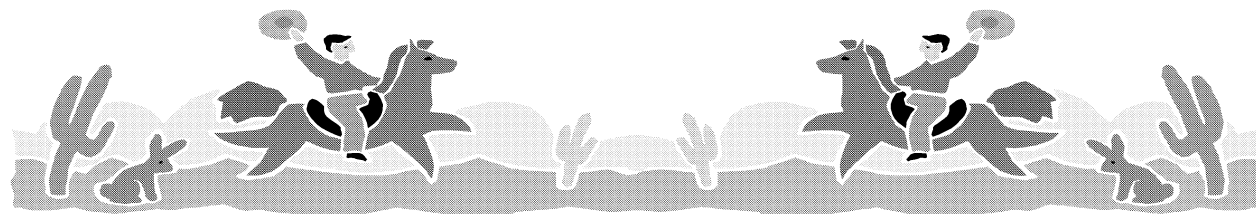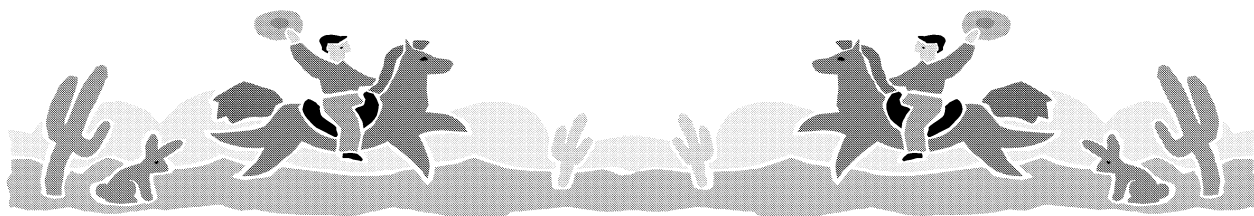## PRE-CONFERENCE SESSION

Online Technical Assistance for CTE Basic Grant and Data Reporting Workshop

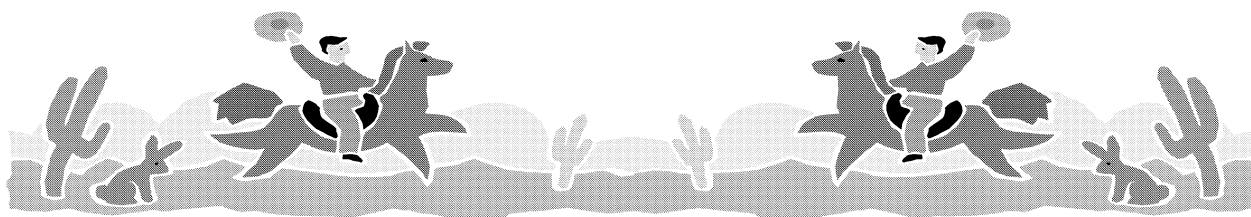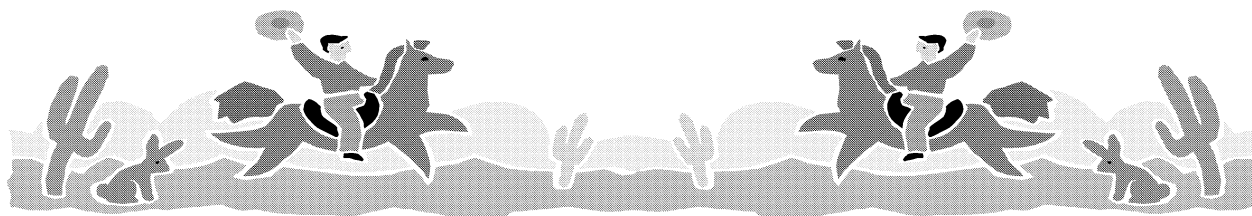|	
8:00 am – 8:30 am	Registration (outside the Computer Lab) Kathy Butts, Tammie Chavez and Amy Scott
8:30 am - 9:00 am	Welcome and Introduction of Participants **(Reg Mtg Rm)** Bryan McCleney
9:00 am - 10:00 am	Notification of Intent, Coherent Sequence, and Basic Grant Application **(Computer Lab)** Rose Hurwitz and Jeanne Roberts
10:00 am - 10:15 am	Break
10:15 am - 11:30 am	CTE Fiscal Application Development & Reporting **(Reg Mtg Rm)** (completion reports & cash management system) Nancy Ryan-Schmidt and Tammie Chavez
11:30 am - 12:30 pm	Lunch
12:30 pm - 1:30 pm	Electronic Enrollment Reporting **(Computer Lab)** Jet Wilson and Della Hofer
5 minute Stretch	
1:30 pm - 2:00 pm	Concentrators and Placements **(Computer Lab)** Donna Kerwin
2:00 pm - 2:15 pm	Break
2:15 pm - 3:00 pm	Creating Computer Performance Measures Reports **(Reg Mtg Rm)** Marilee Johnson
3:00 pm – 4:00 pm	Data Quality **(Reg Mtg Rm)** Penny Legge
4:00 pm - 4:30 pm	Q & A and Wrap-up Collect Evaluations and Distribute Door Prizes and Professional Development Certificates

Table of Contents

Annual CTE Events*

- NOI Process (Notification of Intent)
- Prepare CTE Basic Grant Application and Coherent Sequence
- Cash Management Report for Federal Projects due the 18th of each month
- Report course Enrollment (40th/100th Day)
- Document Student Attainment
- Input Program Enrollment, Completers, Concentrators
- Conduct Placement Survey
- Establish Program Improvement Team
- Submit Project Amendments if necessary
- Examine Performance Review Data
- Choose Evaluation Method
- Create Accountability Plan
- Set Performance Targets
- Set Goals for Improvement
- Monitor Performance over time
- Submit Completion Reports 90 days after project end date

*Some of the items in this list have specific due dates. Many of the items are continuous and may change given the calendar at any school. If you have any questions about this process, please call your Basic Grant Liaison.

Placement Survey and Concentrator Report User Manual

Arizona Department of Education
Education
Career and Technical Education

Welcome to the Career and Technical Education **user manual** for our new *updated* version of the online **Placement Survey Report & Concentrator Report** system! This user manual is intended to be your guide through **our online system on the World Wide Web.**

The Placement Survey Report & Concentrator Report system will allow all schools to send their placement and concentrator information directly to ADE via the World Wide Web. The paper forms that all participating schools previously used have been replaced with this *easy-to-use* **online** system. Schools can link to this new website from the home page of the Arizona Department of Education at:

http://www.ade.az.gov

A. Go to the Arizona Department of Education web site at
www.ade.az.gov
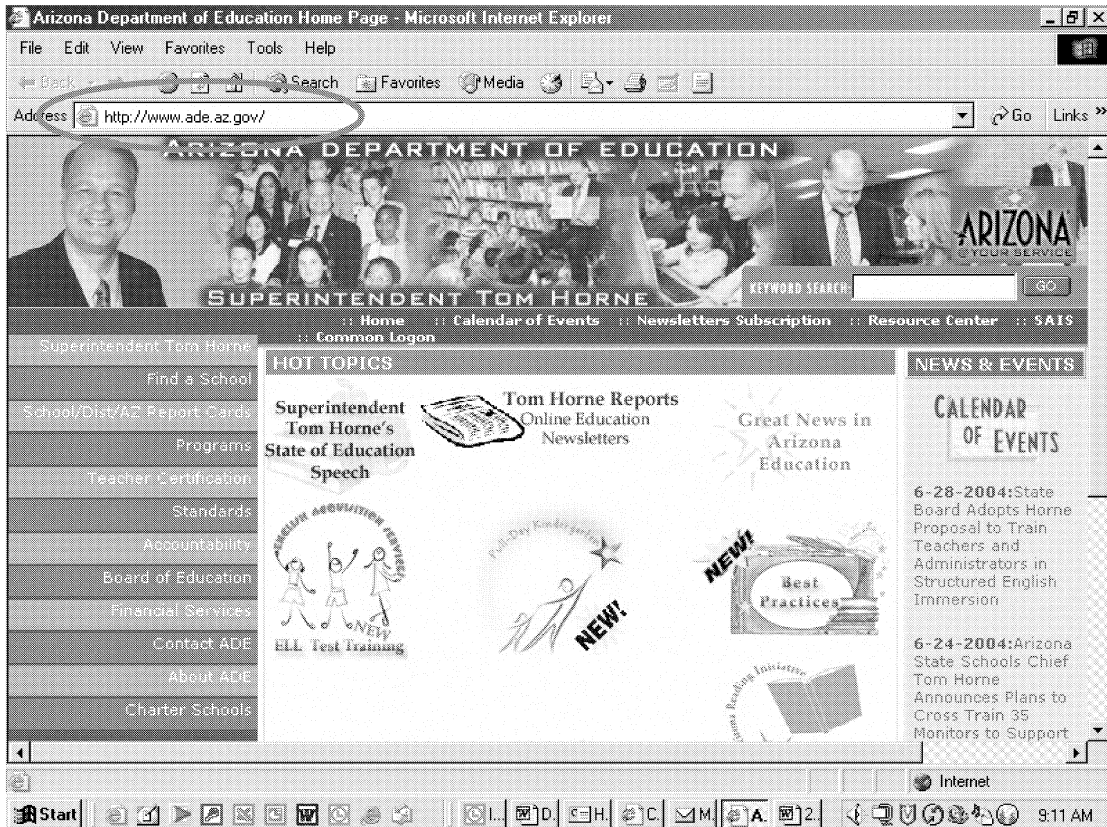
B. Click on Programs
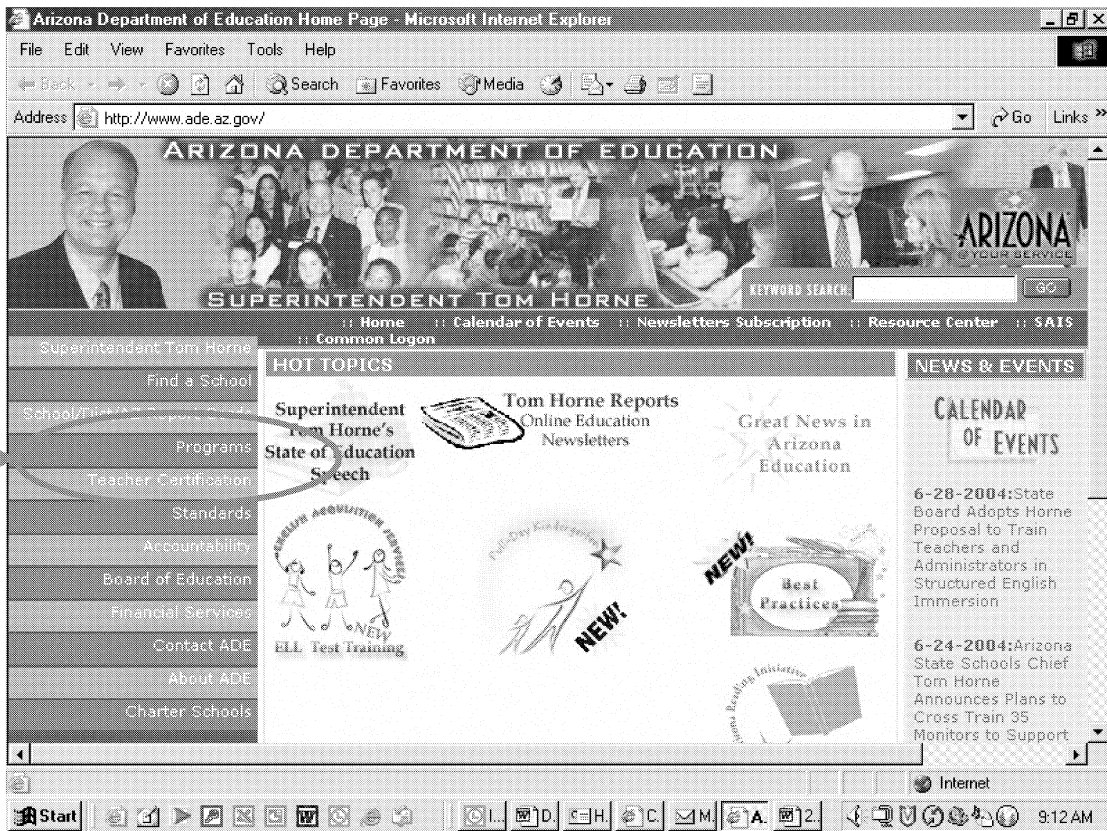
C. Click on the Career and Technical Education link.

D. Click on **Accountability Program Improvement**
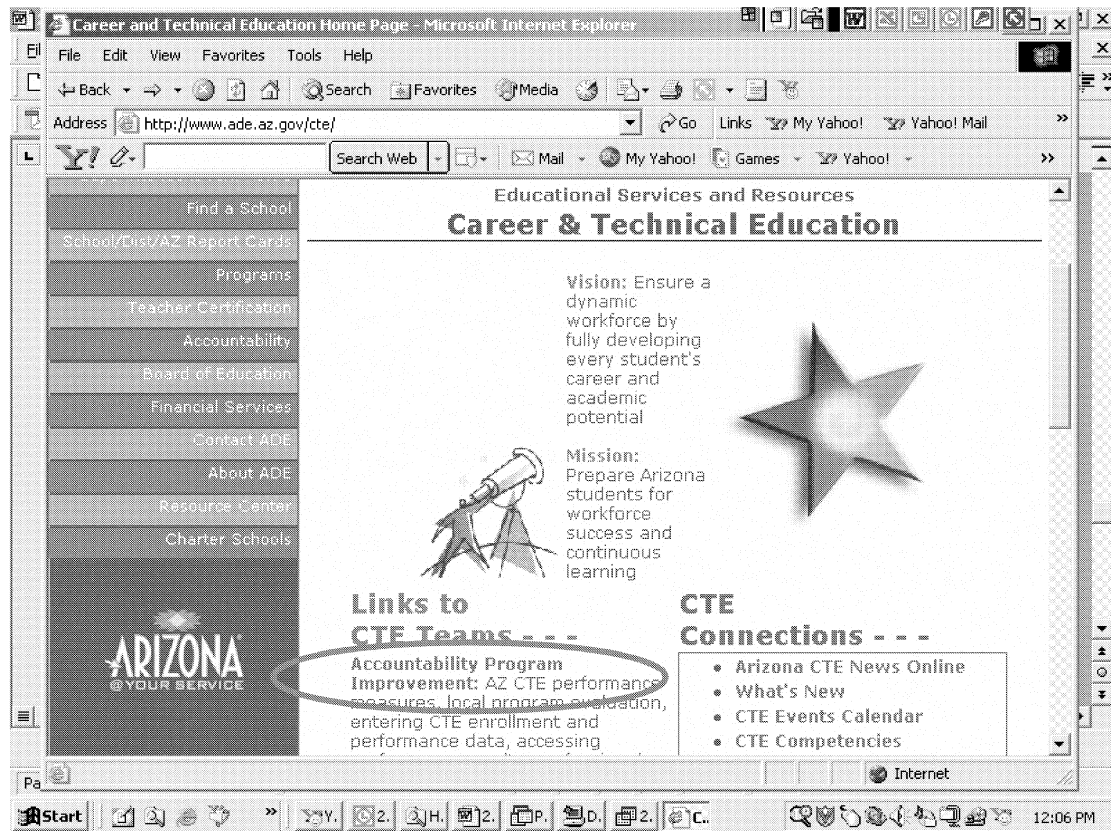
E. Scroll down to **New CTE Placement Survey Reports and Concentrator Reports System** and click on the link.
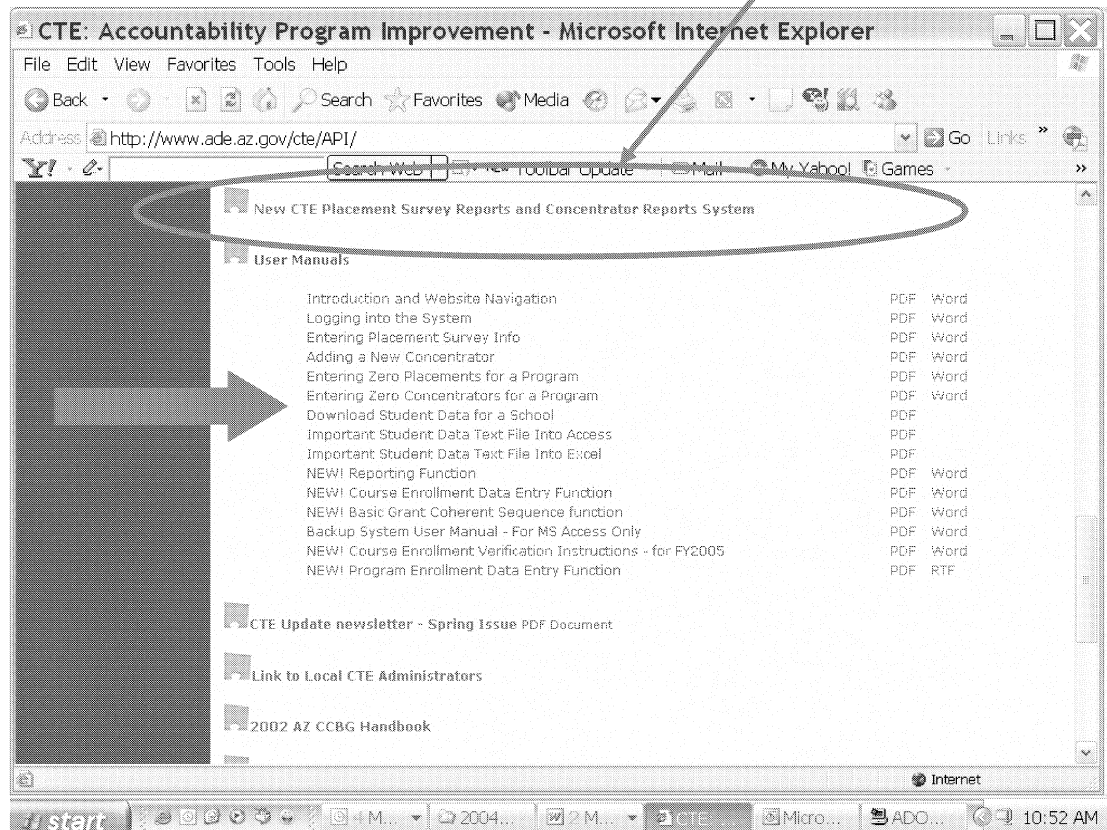
Welcome to the system! Now you can enter your Performance Measures information online. All the user manuals for the system are located directly beneath the system link.

Part II – Logging In To The System

Now you are ready to enter the Performance Measures on-line system. Please click on Login
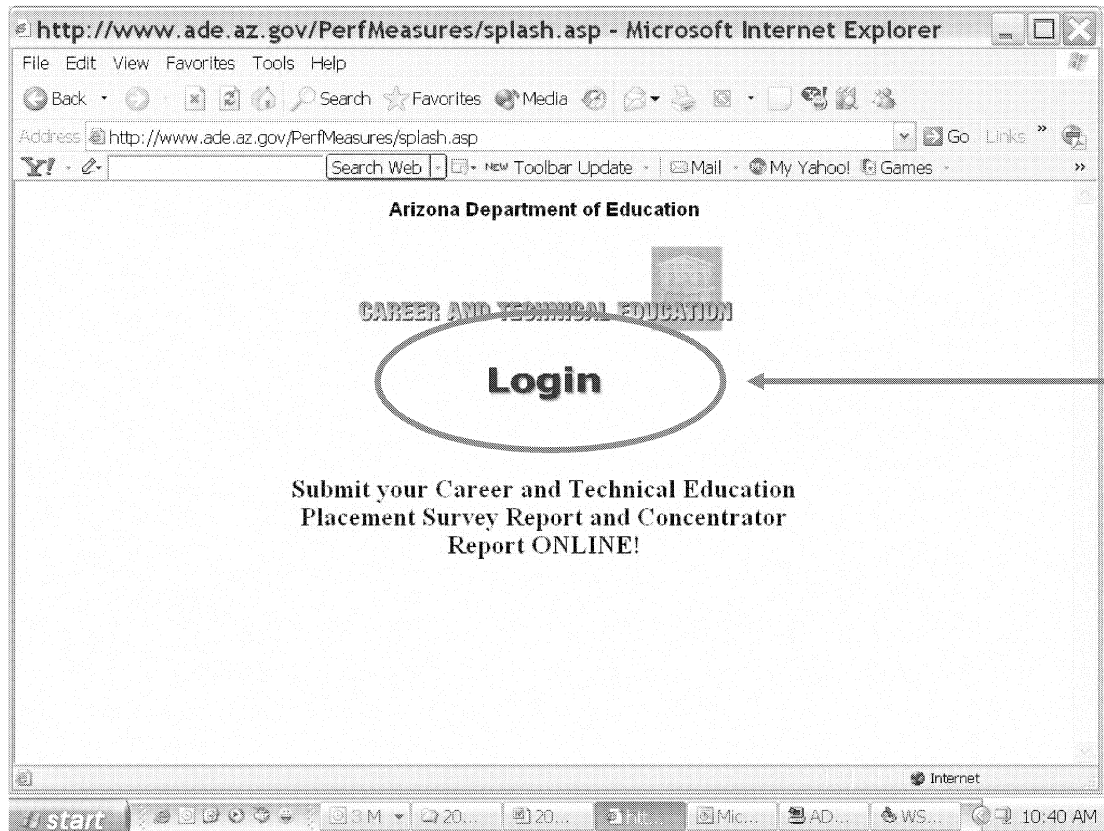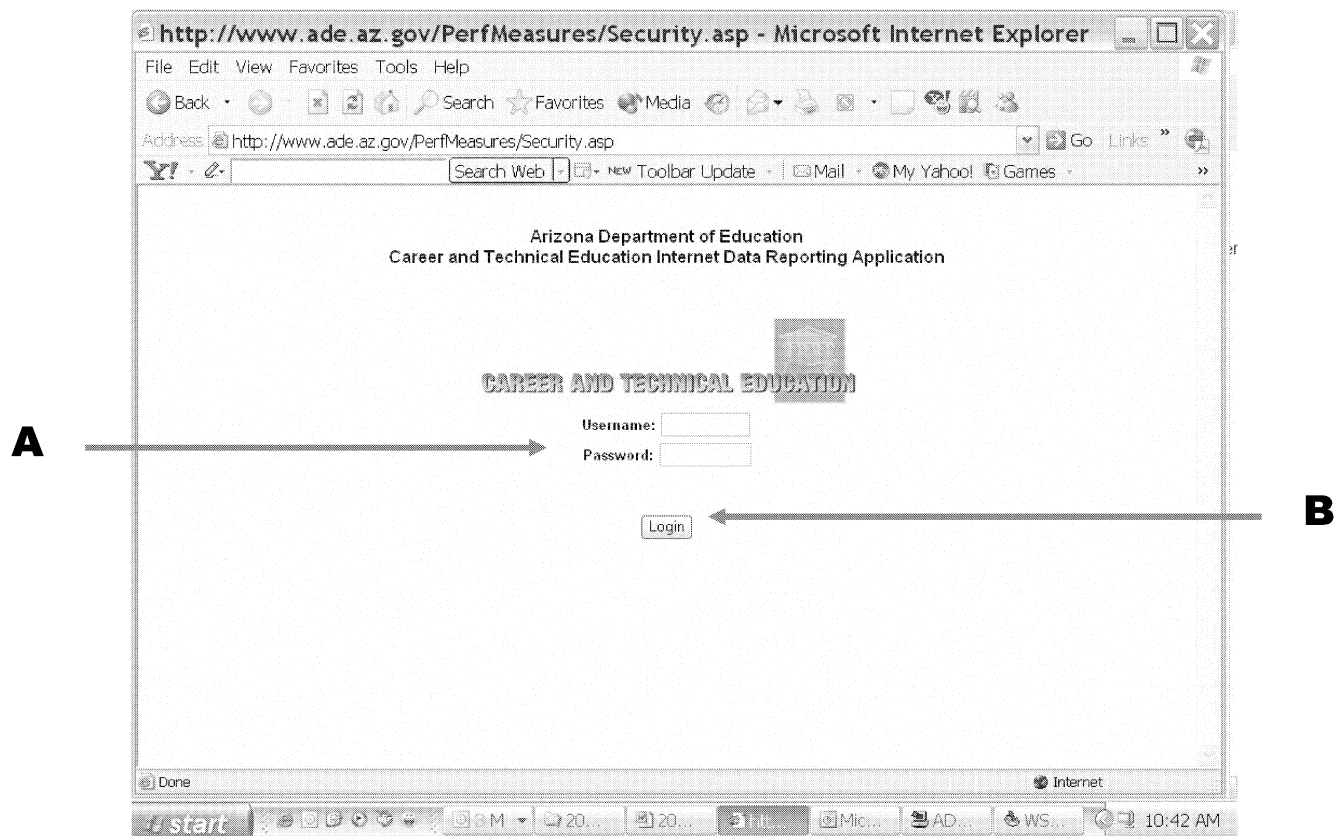
A. Enter your Username and Password

B. Click on Login
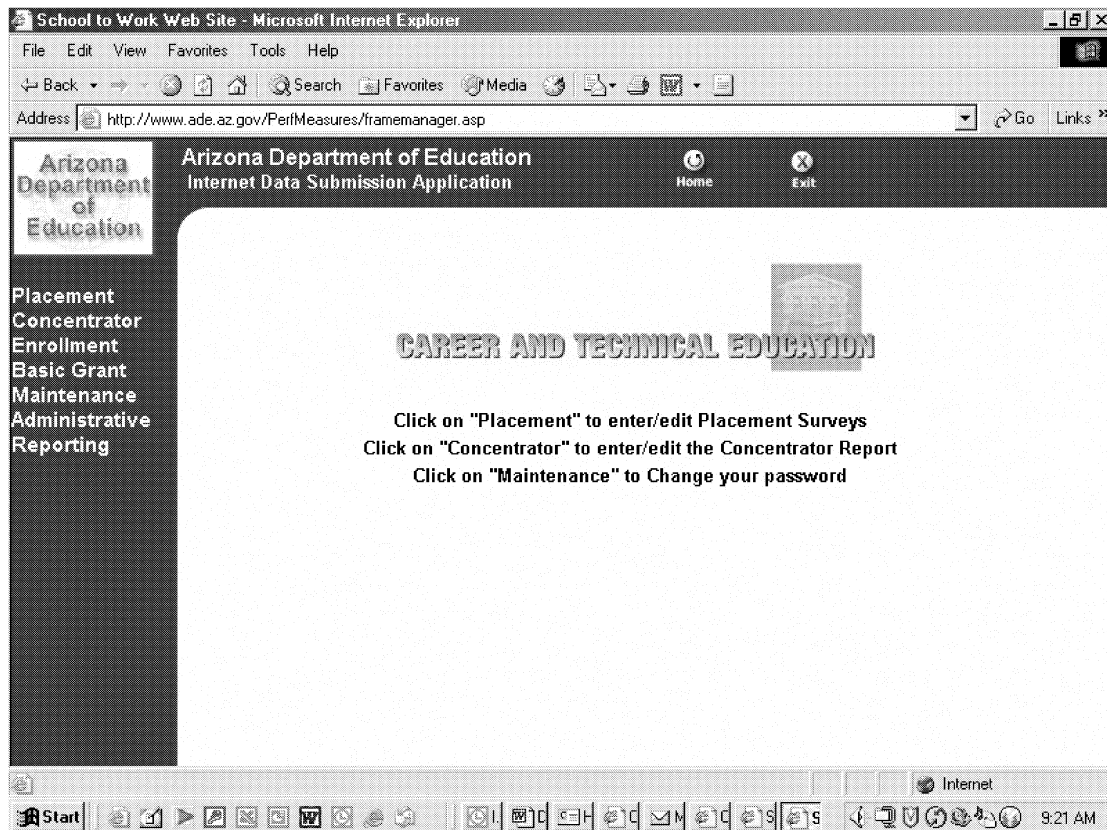
Welcome to the system! Now you can use all the functions of the online Performance Measures system that your user ID can access.

Notification of Intent

Notification of Intent (NOI) for New Programs

The CTE Division has developed a Notification of Intent form for you to notify the CTE division when you intend to implement a new Career and Technical Education program for the upcoming school year. This form allows CTE to provide technical assistance in implementing a quality program, assign a Birth Date and add the new program to the school's Program Profile Table. **A *NEW* CTE program is defined as any Level III program CIP code at any site not reporting enrollment and performance measures data under that CIP code during the previous year.**

Instructions for completing the *Notification of Intent* Form* are as follows:
1. Complete one form for **each** program and new option for **each** site location, even if the district is already offering the program at another site.   Refer to the CTE FY2006 Program List for current CIP codes.
2. Complete **all** blanks in the Program Information area and check the appropriate boxes. Include all the option information if appropriate.
3. State your planned course sequence with projected implementation date and projected enrollment. **All state-designated program competencies must be delivered (Levels I, II and III).**
4. Record teacher information, if known. If not known at this time, indicate "To Be Determined".
5. Secure all required signatures in the signature section. If the teacher is unknown, the signature of a department head must be included.
6. The Superintendent's signature is required on the form this year.
7. Submit completed application with original signatures by April 1 to:

<div align="center">

Helen Bootsma, Education Program Director
Career Pathways Team
Career and Technical Education Division
Arizona Department of Education
1535 W. Jefferson, Bin 42
Phoenix, AZ 85007

</div>

If you have any questions about developing new CTE programs, contact the appropriate Program State Supervisor. Additional information can be found in *The Handbook* April 2005 pages 205-212.

|		
Agricultural Education	Dennis Fiscus	602.542.5356
Business Education	Janet Gandy	602.542.5046
Education Professions	Jan Brite	602.542.4365
Family and Consumer Sciences Education	Lila Kleinkopf	602-542-5487
Health & Community Service Careers	Janice Bilan	602-542-3374
Industrial Technology Education	Joe Epperson	602-542-5423
Marketing, Media, and IT Education	Shea Padilla	602-542-5049

*Notification of Intent Form is available on-line at http://www.ade.az.gov/cte/WhatsNew.

Second Stage Notification of Intent Option

In some unique situations, a district may be unable to meet the April 1st deadline. A Second Stage Notification of Intent option is available to districts that already offer approved CTE programs. The following items are required along with the Notification of Intent form:

- Rationale for the new program
- Rationale for late submission
- Copy of Level III teacher certification or plan for submitting application
- Accurate enrollment information for the current school year
- Career and Technical Student Organization implementation plan
- Level II and Level III course syllabus
- List of Advisory Committee membership

Please submit the completed NOI form (using the guidelines on page 3-1) along with the supporting documentation listed above **by September 15** to:

<div align="center">

Helen Bootsma, Education Program Director
Career Pathways Team
Career and Technical Education Division
Arizona Department of Education
1535 W. Jefferson, Bin 42
Phoenix, AZ 85007
Fax: 602-542-1849

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If you have any questions about the second stage NOI submission process, contact Helen Bootsma at 602-542-5963 or the appropriate Program State Supervisor.

Career and Technical Education
FY 2006 Program List

Rank	CIP	2006 CTE Program List
1	51.1600	Nursing Services
2	52.0200	Business Management and Administrative Services
3	43.0100	Law, Public Safety and Security
4	43.0200	Fire Science
5	51.0800	Allied Health Services
6	15.1300	Drafting and Design Technology
7	15.1200	Information Technology
8	52.1900	Design and Merchandising
9	47.0600	Automotive Technologies
10	52.0800	Financial Services
11	46.0400	Construction Technologies
12	01.0100	Agricultural Business Management - Agriscience
13	15.0600	Industrial Manufacturing
14	52.0300	Accounting and Related Services
15	15.0300	Electronic Technology
16	01.0600	Horticulture
17	52.0900	Hospitality Management
18	52.1800	Marketing, Management and Entrepreneurship
19	12.0500	Culinary Arts
20	13.1500	Education Professions
21	48.0500	Welding Technology
22	13.1200	Early Childhood Education
23	12.0400	Cosmetology
24	01.0300	Agriscience
25	10.0300	Graphic Communications
26	10.0200	Radio/Television Technology
27	03.0200	Renewable Natural Resources
28	48.0700	Woodworking

Pink= Program to be Added FY06 Program List

Lavender= Program Name has changed

NOTIFICATION OF INTENT
TO IMPLEMENT A NEW CAREER AND TECHNICAL EDUCATION PROGRAM—SCHOOL YEAR 2005-2006

Program Information

Contact Person: Email: Phone:

School: District: CTDS: Date:

Address: City: Zip: Program Physical Location:

New Program Name: CIP: Option(s) Programs with Options must specify which option(s) will be taught (i.e. A, B, C, D):

Will this program replace an existing program? ☐ Yes ☐ No   Sunset Program Name: Sunset Program CIP:

New Option for Existing Program? ☐ Yes ☐ No   Program Name: CIP: New Option(s) (i.e. A, B, C, D):

School: District: CTDS: Date:

Address: City: Zip: Program Physical Location:

New Program Name: CIP: Option(s) Programs with Options must specify which option(s) will be taught (i.e. A, B, C, D):

Will this program replace an existing program? ☐ Yes ☐ No   Sunset Program Name: Sunset Program CIP:

New Option for Existing Program? ☐ Yes ☐ No   Program Name: CIP: New Option(s) (i.e. A, B, C, D):

Affirm, by checking the appropriate boxes, that the following items are in place for the proposed program:

☐ Community needs have been assessed: data indicates that there are opportunities for students for employment or continued training.

☐ Sufficient enrollment, staff, and facilities are in place to implement this program.

☐ Local employers have been and will continue to be involved in the formation of this program.

☐ In addition to classroom instruction, this program will include work-based learning experiences.

☐ A student organization will support this program (check the appropriate box): ☐ DECA ☐ FBLA ☐ FCCLA ☐ FFA ☐ SkillsUSA ☐ HOSA

Planned Course Sequence

Courses listed below must deliver the entire set of state-designated program competencies:

Intended Grade Level	Course CIP per Handbook	Local Course Title	Implementation Date	Projected Enrollment	Teacher Name	Appropriate VTE/CTE Certification
7-8						☐ Yes ☐ No
						☐ Yes ☐ No
9-10						☐ Yes ☐ No
						☐ Yes ☐ No
11-12						☐ Yes ☐ No
						☐ Yes ☐ No

Signatures

We assure that this program will deliver state-approved Career and Technical Education program competencies, and that we will participate in all required reporting and data collection activities including student achievement for all program courses.

Teacher / Department Chair: _____ Date: _____

School Principal: _____ Date: _____

Local Vocational Director: _____ Date: _____

District Superintendent: _____ Date: _____

**Please Submit One Form For Each New Program and Option at Each Site –
No Later Than April 1– Fax: 602-542-1849**

Arizona Career and Technical Education
2006 Coherent Sequence Login

http://www.ade.az.gov/PerfMeasures/splash.asp

Arizona Department of Education

CAREER AND TECHNICAL EDUCATION

Login

Submit your Career and Technical Education Placement Survey Report and Concentrator Report ONLINE!

Arizona Department of Education
Career and Technical Education Internet Data Reporting Application

CAREER AND TECHNICAL EDUCATION

Username: [   ]
Password: [   ]
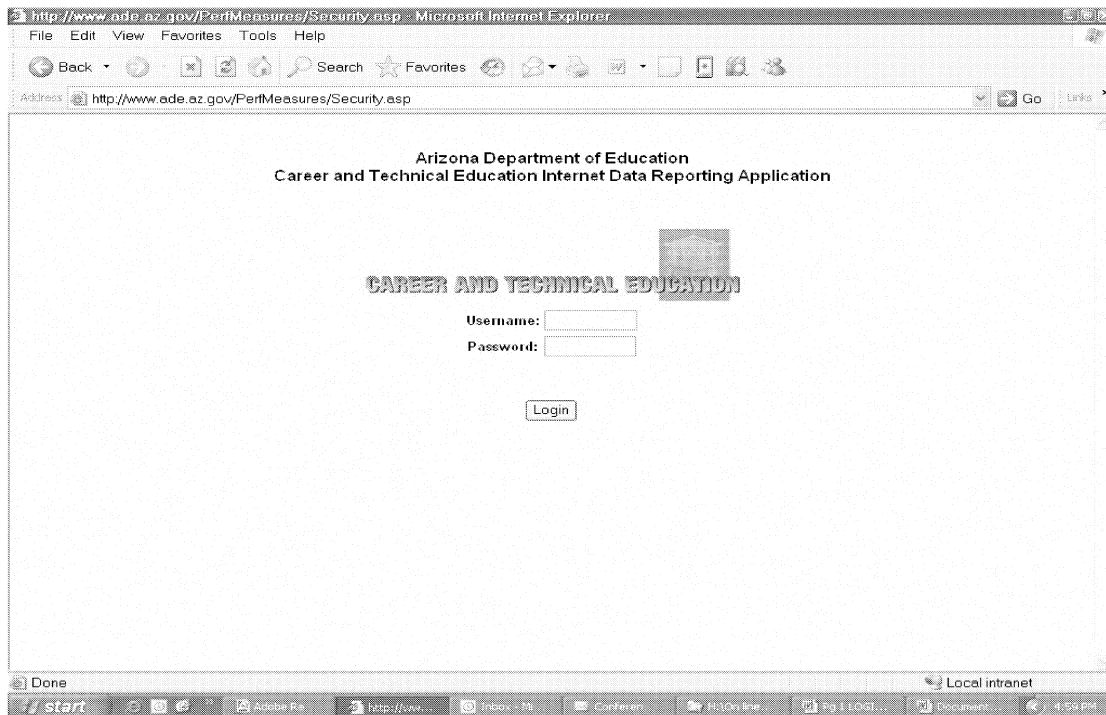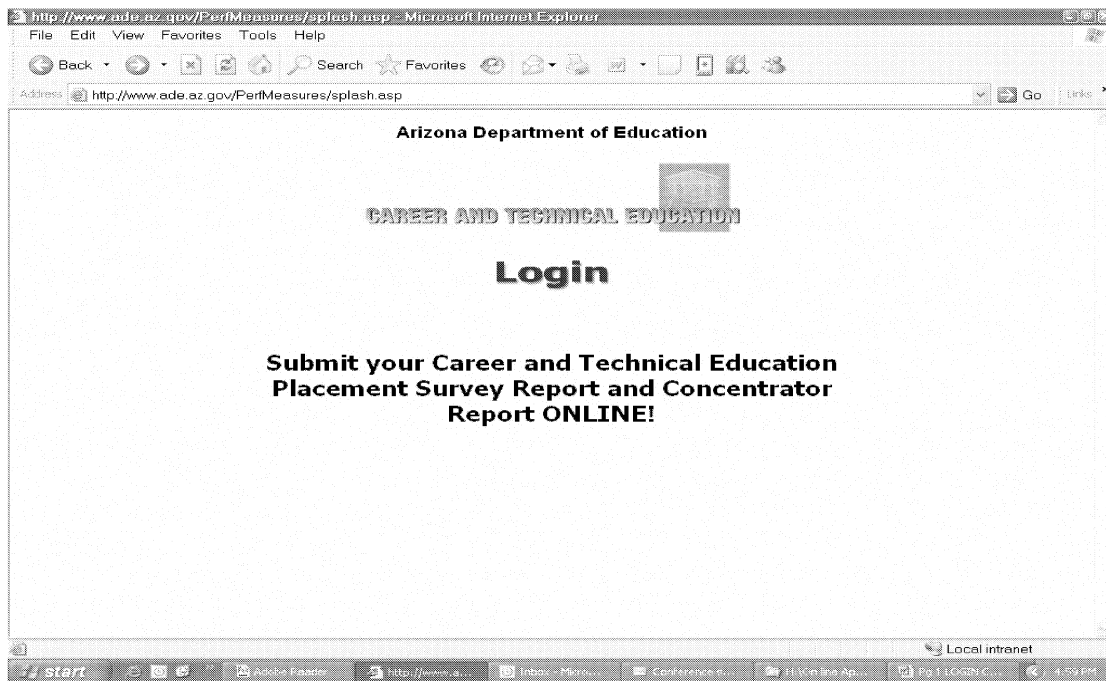
[Login]

Arizona Career and Technical Education
2006 Coherent Sequence Login
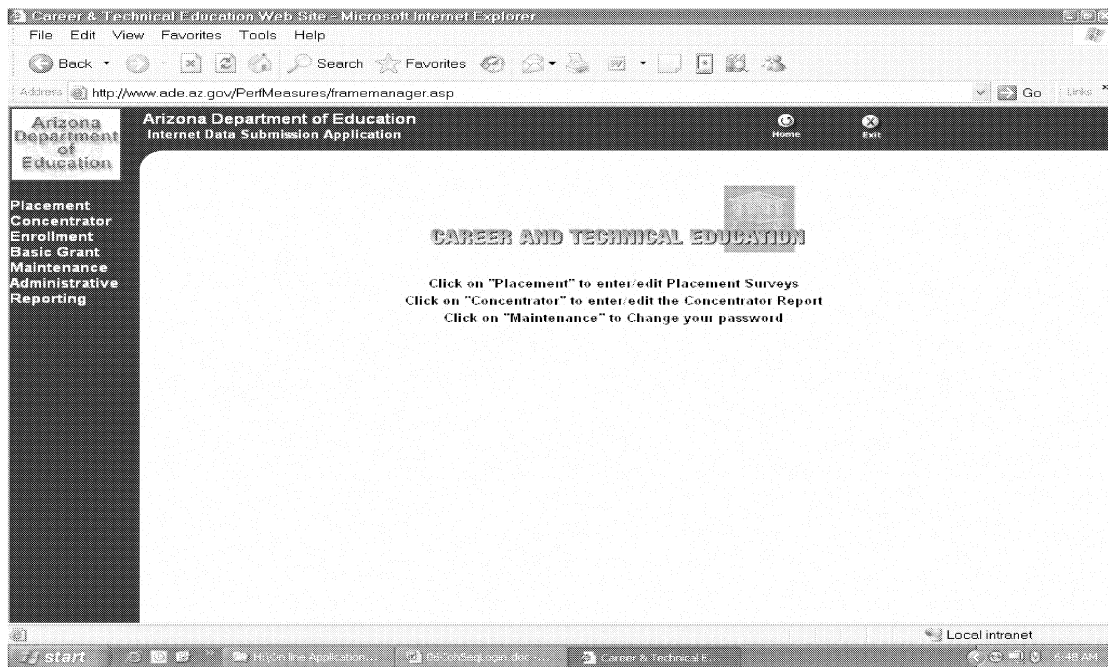
Once you have logged in, you click on Basic Grant, Coherent Sequence, select school,

Arizona Career and Technical Education
2006 Coherent Sequence Login

Arizona Career and Technical Education
2006 Coherent Sequence Login

Click on the pencil if you want to make any comments concerning your sequence. Enter comments in the screen below – no limit on amount of words.

Arizona Career and Technical Education
2006 Coherent Sequence Login

To add a program/course, click on the add button at right hand corner of screen

Arizona Career and Technical Education
2006 Coherent Sequence Login

Arizona Career and Technical Education
2006 Coherent Sequence Login

You need ADOBE Reader to access your report

ARIZONA DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION
COHERENT SEQUENCE INFORMATION

REPORT DATE: 06/28/2005

SCHOOL YEAR 2005-2006

CTDS: 014002201
DISTRICT: MANY FARMS DISTRICT
SCHOOL: MANY FARMS HIGH SCHOOL

| New Course	Program CIP	Program Title	Course CIP	ADE Course Title	Your Local Course Title	Course taught at another school
	460400	Construction Technologies	46040010	Construction Tech Core Curri		
	460400	Construction Technologies	46040020	Construction Tech I		
	480500	Precision Metal Working	48050010	Precision Metal Working Core Cur		
	480500	Precision Metal Working	48050020	Welding Technology I		
X	520300	Accounting and Related Services	52030011	Accounting and Related Srv Tech	Accounting 1	Chinle HS

Comment   Accounting will be taught at Chinle HS on Wednesdays only

12.01 x 8.5 in

1 of 1

Done   Local intranet

start

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┌─────────────────────────────────────────────────────────────┐
│              Tips for Completing the 2006 Basic Grant          │
│                  Coherent Sequence Function                    │
└─────────────────────────────────────────────────────────────┘
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➤ Refer to the On-line Basic Grant Coherent Sequence Instructions handout.

➤ Have the **new Career and Technical Education Resource Handbook (April, 2005)** open to pages 67-74 for current CTE Program Codes and Titles.

➤ Course CIP codes reported on your 2005 40th and 100th day enrollment reports have been downloaded into your 2006 coherent sequence.

➤ All program and course CIP codes and titles have already been changed to reflect the FY2006 CTE program list.

➤ Print a copy of the coherent sequence first and highlight all changes needed. (Scroll down page to "click here to get a detailed report")

➤ Programs are listed in numerical order by program CIP code.

➤ **Level II** (99.xxxx) courses will appear **only once** at the end of the entire list.

➤ **Follow the on-line directions**.

➤ **Adding new courses**: It is easiest to **add using course numbers** because they are listed numerically by course CIP code showing the first 7 digits. All course CIP codes for a program will appear together (i.e. all courses beginning with 100300 will be together). Use The Handbook as the guide. Course names are listed alphabetically by course title.
   o When adding a new NOI course, check the "new course" box to identify new program courses.
   o **Reminder**: Add all appropriate courses for any 2006 NOIs submitted.
   o When you add a course, it will appear in the coherent sequence in numerical order by program and course CIP codes.

➤ If a **course is being taught at a site other than your school site**, enter the name of the school/site under the column entitled "Course Taught At Another School".

➤ The fiscal year will always show as 2005. **You cannot change the year**.

➤ **Local course title:** Each course must have your local course title. If the local course title is the **same as the CTE course title**, hit **modify, submit and finish** for each course. No need to type in the title. If it is different, add in your title.   The local course title should be what appears in your district course description book and on the student's transcript.

➤ If a program has been sunset or a course is no longer taught, hit **delete, yes and finish** for each of the courses in the program.

➤ A comment box is available to add any additional information needed about your coherent sequence.

➤ Print a final coherent sequence report to make sure all courses are listed and **_each course has a local course title._**

➤ **_IMPORTANT:_** 2006 Coherent Sequence should include all course CIP codes for Level II and III that you plan to report on 40th and 100th day course enrollment.

➤ If having difficulty, contact your basic grant specialist.

52.0300 Accounting and Related Services

90.0000.10 Technological Foundations
99.0400.10 Business Management
           Technology
52.300.10   Accounting and Related
           Services Technology **-and-**
52.300.20   Accounting Systems and
           Related Services
           -or-
52.0300.80 Accounting and Related
           Services – Coop Ed

**01.0100 Agricultural Business
        Management-Agriscience**

90.0000.10 Technological Foundations
01.0101.10 Applied Biological Systems-
           Agriculture
01.0100.10 Agriculture Business Mgmt -
           Agriscience **-and-**
01.100.20   Food Products and
           Processing Systems
           Agribus Systems **-or-**
01.0100.30 Plant Systems **-or-**
01.0100.40 Animal Systems **-or-**
01.0100.50 Renewable Natural
           Resources Systems **-or-**
01.100.60   Power, Structural and
           Technical Systems **-or-**
01.0100.90 Agribusiness Systems **-or-**
01.0100.00 Environmental Service
           Systems
           **-And program may elect to
           add-**
01.0100.80 Agricultural Business Mgmt
           - Agriscience-Coop Ed

**New for
2006**

01.0300 Agriscience

90.0000.10 Technological Foundations
99.0300.20 Applied Biological Systems-
           Agriculture
01.0300.10 Agriscience **-and-**
01.0300.20 Agriscience II **-or-**
01.0300.30 Agriscience Business
           Management **-or-**
01.0300.60 Agricultural Mechanics **-or-**
01.0300.80 Agriscience-Cooperative
           Education

51.0800 Allied Health Services

90.0000.10 Technological Foundations
99.0300.30 Applied Biological Systems-
           Health
51.0800.10 Fundamentals of Allied Health
           Services **-and-**
51.0800.20 Pharmacy Support Services –
           or-
51.0800.30 Laboratory Assisting **-or-**
51.0800.40 Medical Imaging Support
           Services
           -or-
51.0800.50 Sports Medicine and
           Rehabilitation Therapies
           **-And program may elect to
           add-**
51.0800.80 Allied Health Services-
           Coop Education

47.0600 Automotive Technologies	**52.0200 Business Management and Administrative Services**
90.0000.10 Technological Foundations 99.0200.10 Industrial Technology 47.0600.10 Automotive Technologies Core Curriculum **-and-** 47.0600.20 Automotive Technology I **-and-** 47.0600.30 Automotive Technology II **-or-** 47.0600.40 Automotive/Collision Repair I **-and-** 47.0600.50 Automotive /Collision Repair II **-And program may elect to add-** 47.0600.80 Automotive Technologies-Cooperative Education	90.0000.10 Technological Foundations 99.0400.10 Business Management Technology 52.0200.10 Bus Mgmt and Admin Services Fundamentals **-and-** 52.0200.20 Business Office Operations **-or-** 52.0200.30 Administrative Information Mgmt **-or-** 52.0200.80 Bus Mgmt and Admin Services- **Coop Ed**
46.0400 Construction Technologies	**12.0400 Cosmetology**
90.0000.10 Technological Foundations 99.0200.10 Industrial Technology 46.0400.10 Construction Technologies Core Curriculum **-and-** 46.0400.20 Construction Technologies I **-and-** 46.0400.30 Construction Technologies II **–or-** 46.0400.40 Industrial Maintenance I **-and-** 46.0400.50 Industrial Maintenance II **-And program may elect to add-** 46.0400.80 Construction Technologies- **Coop Ed**	90.0000.10 Technological Foundations 99.0500.10 Life Connections 12.0400.10 Fundamentals of Cosmetology **-and-** 12.0400.20 Cosmetology Advanced Applications **-or-** 12.0400.80 Cosmetology-Coop Educ
12.0500 Culinary Arts	**52.1900 Design and Merchandising**
90.0000.10 Technological Foundations 99.0500.10 Life Connections 12.0500.10 Culinary Arts Principles **-and-** 12.0500.20 Culinary Arts Applications **-or-** 12.0500.80 Culinary Arts-Coop Education	90.0000.10 Technological Foundations 99.0500.10 Life Connections 52.1900.10 Design and Merchandising Fundamentals **-and-** 52.1900.20 Fashion Design and Merchandising Applications **-or-** 52.1900.30 Interior Design and Merchandising **-And program may elect to add-** 52.1900.80 Design and Merchandising-Coop Educ

Arizona Career and Technical Education Programs
SY2006 Codes and Titles

15.1300 Drafting and Design Technology

90.0000.10 Technological Foundations
99.0100.10 Information Technology
15.1300.10 Drafting and Design Technology Core Curriculum **-and-**
15.1300.20 Architectural Drafting **-or-**
15.1300.30 Civil Drafting **-or-**
15.1300.40 Electronics Drafting **-or-**
15.1300.50 Mechanical Drafting
-And program may elect to add-
15.1300.80 Drafting and Design Technology-Coop Ed

13.1200 Early Childhood Education

90.0000.10 Technological Foundations
99.0500.10 Life Connections
13.1200.10 Early Childhood Education Fundamentals **-and-**
13.1200.20 Early Childhood Education Applications **-or-**
13.1200.80 Early Childhood Education-Coop Ed

13.1500 Education Professions

90.0000.10 Technological Foundations
99.0500.10 Life Connections
13.1500.10 Education Professions Fundamentals **-and-**
13.1500.20 Education Professions Applications **– or-**
13.1500.80 Education Professions-Coop Ed

15.0300 Electronic Technology

90.0000.10 Technological Foundations
99.0200.10 Industrial Technology
15.0300.10 Electronic Technology Core Curriculum **-and-**
15.0300.20 Basic Electricity Principles and Applications **-and-**
15.0300.30 Basic Electronic Principles and Applications
-And program may elect to add-
15.0300.80 Electronic Technology-Coop Ed

52.0800 Financial Services

90.0000.10 Technological Foundations
99.0400.10 Business Management Technology
52.0800.10 Financial Services Technology **-and-**
52.0800.20 Financial Services Systems **- or-**
52.0800.80 Financial Services-Coop Ed

43.0200 Fire Science

90.0000.10 Technological Foundations
99.0200.10 Industrial Technology
43.0200.10 Fundamentals of Fire Science **-and-**
43.0200.20 Fire Science Advanced Applications **-or-**
43.0200.80 Fire Science-Cooperative Education

10.0300 Graphic Communications

90.0000.10 Technological Foundations
99.0100.10 Information Technology
10.0300.10 Fundamentals of Graphic
Communications **-and-**
10.0300.20 Graphic Arts I **-and-**
10.0300.30 Graphic Arts II **-or-**
10.0300.40 Commercial Art I **-and-**
10.0300.50 Commercial Art II **-or-**
10.0300.60 Photo Imaging I **-and-**
10.0300.90 Photo Imaging II
-And program may elect to add-
10.300.80 Graphic Communications-Coop Ed

01.0600 Horticulture

90.0000.10 Technological Foundations
99.0300.20 Applied Biological Systems-Agriculture
01.0600.10 Agriscience-Horticulture **-and-**
01.0600.20 Agriscience II-Horticulture **-or-**
01.0600.30 Horticulture Business Mgmt **-or-**
01.0600.60 Agricultural Mechanics **-or-**
01.0600.80 Horticulture-Cooperative Ed

52.0900 Hospitality Management

90.0000.10 Technological Foundations
99.0500.10 Life Connections
52.0900.10 Hospitality Management Principles
-and-
52.0900.20 Hospitality Management Applications
-or-
52.0900.80 Hospitality Management-Coop Ed

15.0600 Industrial Manufacturing

90.0000.10 Technological Foundations
15.0600.10 Fundamentals of Industrial Mfg
-and-
15.0600.20 Applications of Industrial Mfg
-and-
15.0600.30 Metals Manufacturing **-or-**
15.0600.40 Plastics Manufacturing **-or-**
15.0600.50 Principles of Engineering Technology
-And program may elect to add-
15.0600.80 Industrial Manufacturing-Coop Ed

New for 2006

15.1200 Information Technology

90.0000.10 Technological Foundations
99.0100.10 Information Technology
15.1200.10 Fundamentals of Information Technology **-and-**
15.1200.20 Computer Maintenance **-or-**
15.1200.30 Network Technology **-or-**
15.1200.40 Software Development **-or-**
15.1200.50 Web Page Development
-And program may elect to add-
15.1200.80 Information Technology-Coop Ed

43.0100 Law, Public Safety and Security

90.0000.10 Technological Foundations
99.0500.10 Life Connections
43.0100.10 Fundamentals of Law, Public Safety and Security **-and-**
43.0100.20 Law, Public Safety and Security Advanced App
-And program may elect to add-
43.0100.20 Law, Public Safety and Security-Coop Ed

Arizona Career and Technical Education Programs
SY2006 Codes and Titles

52.1800 Marketing Management and Entrepreneurship

90.0000.10 Technological Foundations
99.0400.10 Business Management Tech
52.1800.10 Fundamentals of Marketing, Mgmt and Entrepreneurship
-and-
52.1800.20 Professional Sales and Mktg
-or-
52.1800.30 E-Commerce Marketing **-or-**
52.1800.40 Entertainment Marketing **-or-**

52.1800.50 Entrepreneurship
-And program may elect to add-
52.1800.80 Marketing, Mgmt and Entrepreneurship- Coop Ed

51.1600 Nursing Services

90.0000.10 Technological Foundations
99.0300.30 Applied Biological Systems-Health
51.1600.10 Fundamentals of Nursing Services
-and-
51.1600.20 Nursing Services Advanced Applications
-or-
51.1600.80 Nursing Services-Coop Ed

10.0200 Radio/Television Technology

90.0000.10 Technological Foundations
99.0100.10 Information Technology
10.0200.10 Fundamentals of Radio/Television Technology
-and-
10.0200.20 Electronic Journalism
-or-
10.0200.30 Interactive Digital Media
-And program may elect to add-
10.0200.80 Radio/Television Technology Coop Ed

03.0200 Renewable Natural Resources

90.0000.10 Technological Foundations
99.0300.20 Applied Biological Systems-Agriculture
03.0200.10 Agriscience-Renewable Natural Resources
-and-
03.0200.20 Agriscience II-Renewable Natural Resources
-or-
03.0200.30 Renewable Natural Resources Business Mgmt
-or-
03.0200.60 Agricultural Mechanics
-or-
03.0200.80 Renewable Natural Resources Coop Ed

48.0500 Welding Technology

90.0000.10 Technological Foundations
99.0200.10 Industrial Technology
48.0500.10 Welding Technology Core Curriculum **-and-**
48.0500.20 Welding Technology I   **-and-**
48.0500.30 Welding Technology II **-or-**
48.0500.40 Machining Technology I **-and-**
48.0500.50 Machining Technology II
-And program may elect to add-
48.0500.80 Welding Technology- Coop Ed

48.0700 Woodworking

90.0000.10 Technological Foundations
99.0200.10 Industrial Technology
48.0700.10 Woodworking Fundamentals
-and-
48.0700.20 Woodworking Advanced Applications
-or-
48.0700.80 Woodworking-Cooperative Education

4-13

FY 2006 On-line Carl Perkins Basic Grant Application Process

1. Go to the ADE Grants Management Home Page at
   http://www.ade.az.gov/gme/
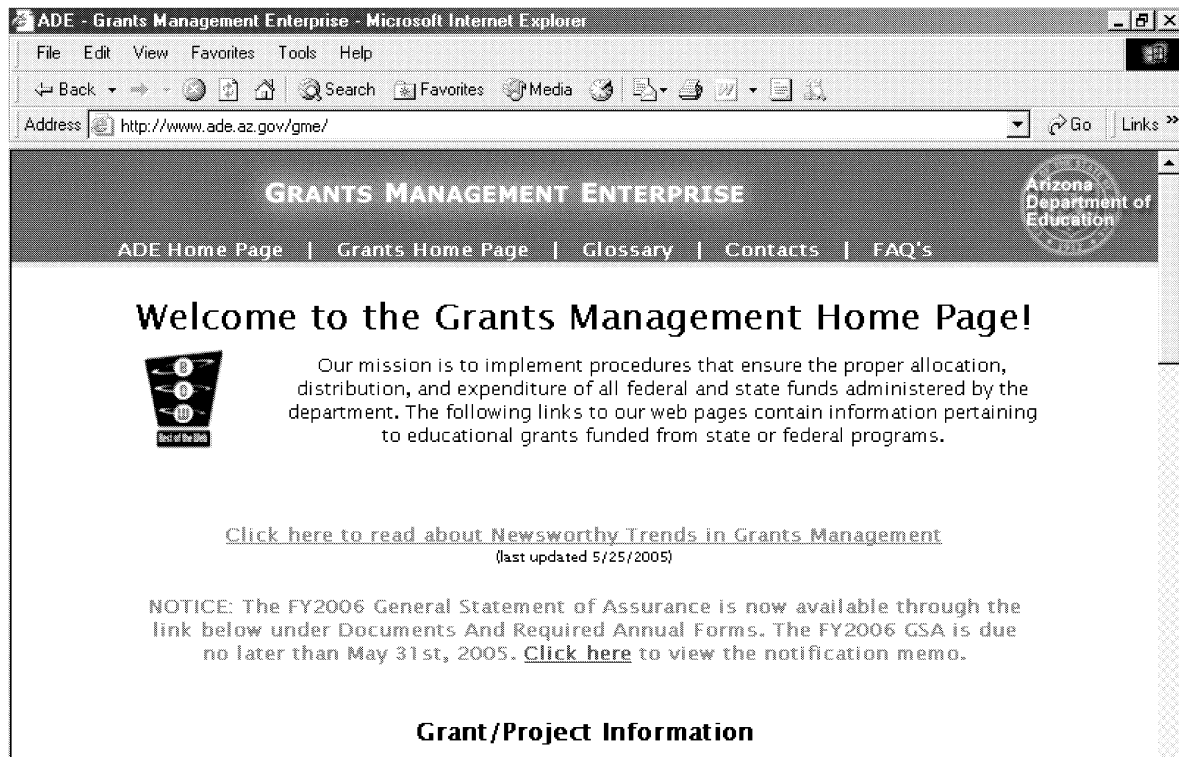
2. Click on **On-Line Applications**
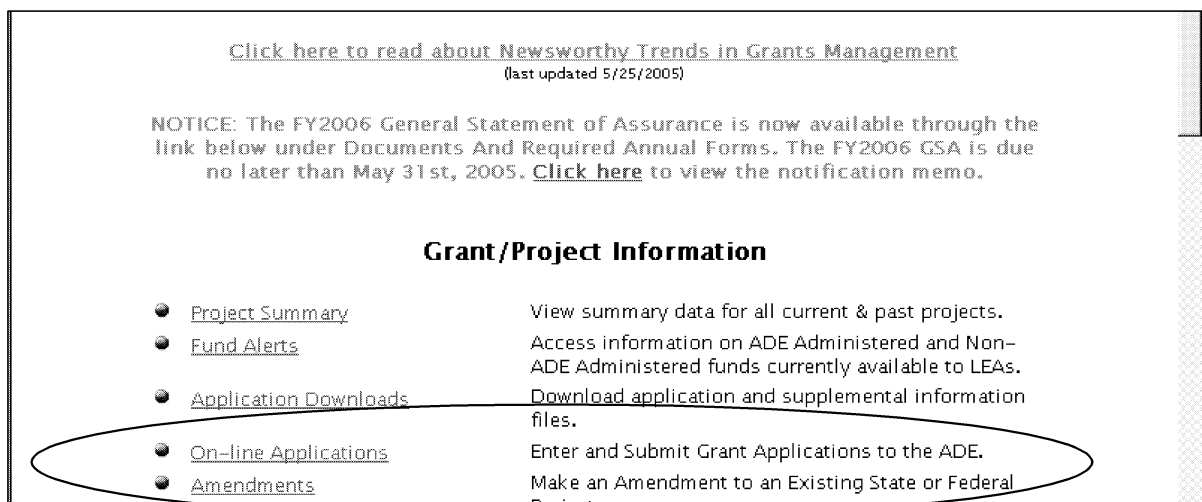
3. Click on the **ADE Common Logon**
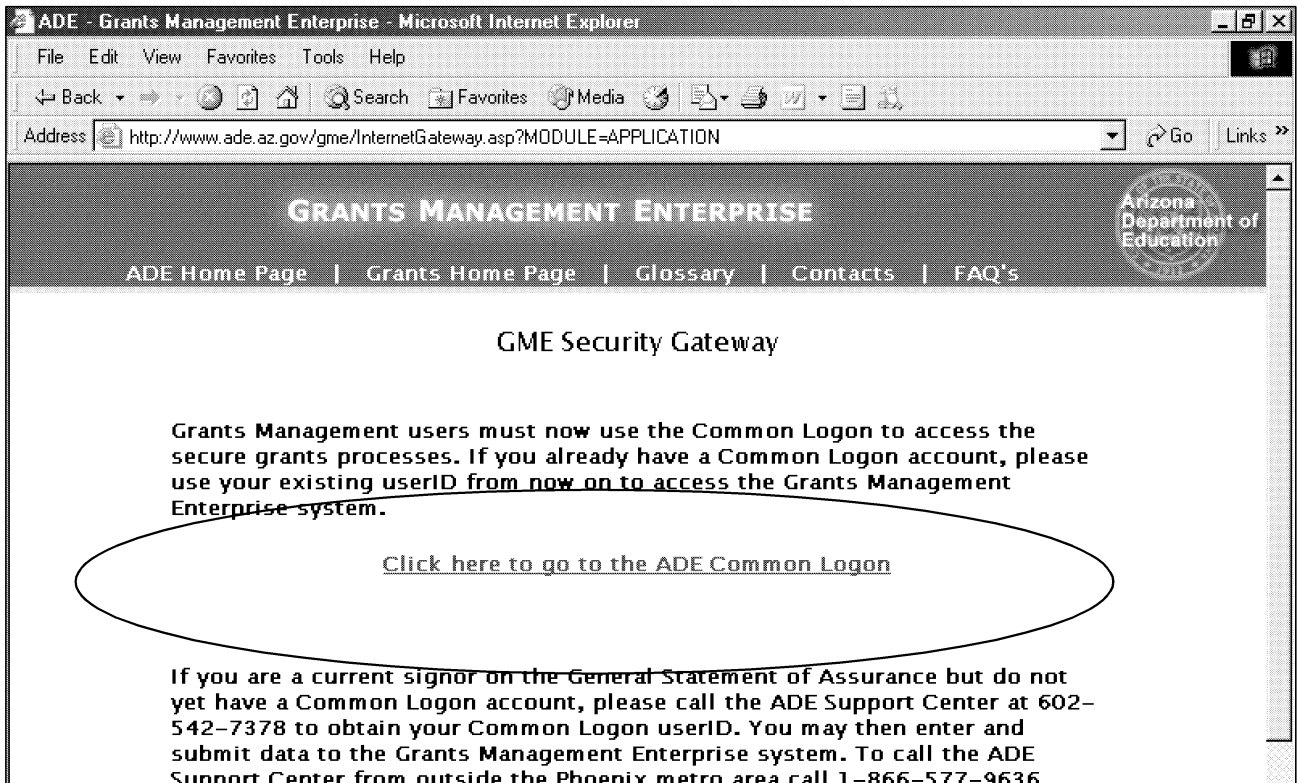
4. Enter the **user name** and **password** at the Common Logon
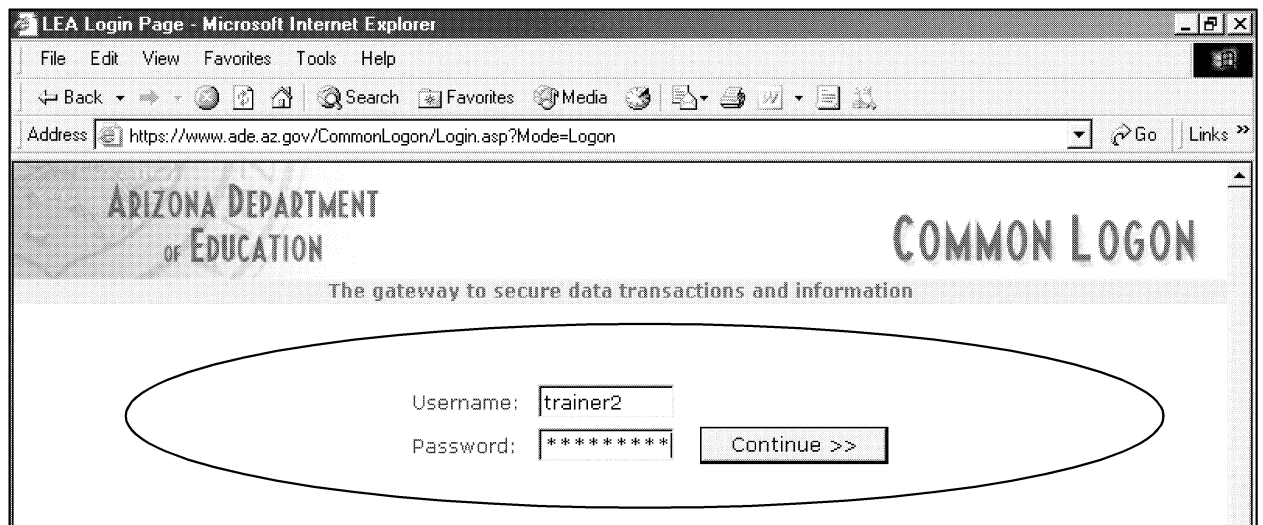
5. Click on **Grants Management**
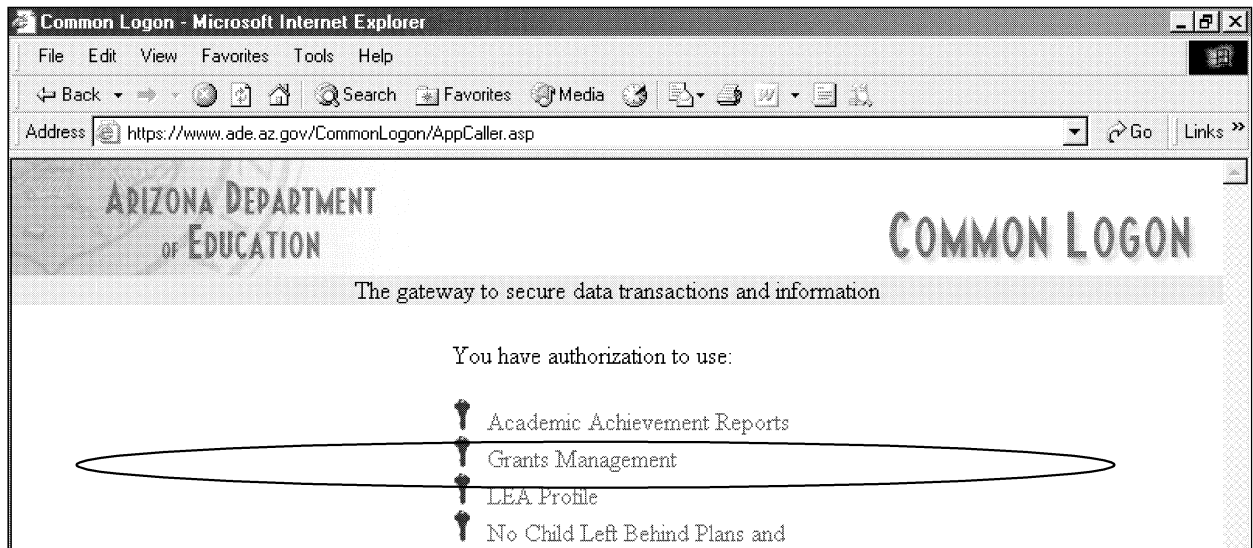
6. Click on **On-Line Applications**

7. This screen shows the Applications in Progress. Scroll to the bottom of the screen and click on **Create New Application**

NOTE: If you or your district has already started working on the 2006 CTE Basic Grant, scroll to **2006 Career and Technical Education Basic Grant and click on the blue application name**. Do NOT select CTE Postsecondary Basic Grant.

8. Select the ***2006 Career and Technical Education Basic Grant*** application
and scroll to the bottom of the page and select **Continue**.

9. On Application Option Page, verify you are in the correct application (2006 CTE Basic Grant) and select **Create New Application**

10. For Program Assurances, click on **I Agree** to assure district will comply.

11. You are now ready to work on the application. Click on a word link to the left under Vocational Education Basic Grant Information to fill out or edit a page.

Click on a word link to the left to fill out/correct that page. When you are finished filling out/correcting a page, click the Save button at the bottom of each page.

When you are finished filling out/correcting all required pages, click on the Summary link to see a comprehensive review of all the data you entered. If you receive a grid with messages before the comprehensive review page appears, correct any indicated errors, and then click on Summary again.

On the comprehensive review page if you find you need to make a change, click on the corresponding link on the left to modify a page. When you are satisfied with all entries, click the Submit button (if available*) to send the data electronically.

If you wish to return to the process later without submitting, click the Exit link to go back to the selection page.

You are allowed no more than 60 minutes per page, therefore, save data frequently. If you time out, re-enter the process from the selection page.

The Grants Management office can answer technical and general grant questions. Please also refer to the Grants Glossary and FAQ pages using the links above. For program/grant-specific questions, please contact the appropriate Program Office. Contact information can be found using the Contacts link above.

12. The Arizona Career and Technical Education page addresses the Program and Fiscal Assurances.

District	Arizona Department of Education	
CTDS	000000000	Entity ID	79275
Application Name	2006 – Career & Technical Education Basic Grant	

ARIZONA CAREER AND TECHNICAL EDUCATION

VISION

Ensure a dynamic workforce by fully developing every student's career and academic potential.

MISSION

Prepare Arizona students for workforce success and continuous learning.

PROGRAM and FISCAL ASSURANCES

District provides assurance to the Arizona Department of Education that it has read, understands, and affirms that the district accepts and commits to abide by the Carl

13. Scroll down to the drop down box for both program and fiscal assurances. Select **District Agrees** for both.

14. When you are finished filling out or correcting a page, click the **Save Page** button at the bottom of each page. The Reset Page button would be used if you want to clear the entire page and start over. **If you do not hit Save Page, all the information you input will be lost.**

15. If you try to save a page and have not completed a required field, you will receive a warning message.

16. Once a page is saved, the icon on the left is filled in [icon] instead of left blank. [icon]

GRANTS MANAGEMENT ENTERPRISE

ADE Home Page | Grants Home Page | Glossary | Contacts

VIEW APPLICATION

SUPPLEMENTAL DATA
VOCATIONAL EDUCATION
BASIC GRANT INFORMATION
ARIZONA CAREER AND
TECHNICAL EDUCATION
GOAL LIST
NOTIFICATION OF
INTENT
LOCAL VTE PLAN PART
A, COH SEQ LEVEL I

District	Arizona Department of Education
CTDS	000000000	Entity
Application Name	2006 – Career & Technical Educatio

GOAL LIST

For the rest of the application and the duration of the
are the Vocational Education Basic Grant Goals to be
and met throughout the project period. Read these g
addressing them in this application. When done, cho

17. Repeat the same process for Goal List by selecting **District Agrees**.

18. The purpose of the Notification of Intent (NOI) page is for the LEA to inform ADE of new programs with a NOI, programs the LEA wishes to sunset or new programs that could not be offered. Check the appropriate block(s) in 1 and complete 2 and 3 as needed either with specific information or by entering "Non-applicable".

ADE Home Page | Grants Home Page | Glossary | Contacts | FAQ's

Notification of Intent (NOI)

1	Notification of Intent (NOI): This relates to LOCAL VTE PROGRAM PLAN. REMINDER: Neither state nor federal funds may be expended on any CTE program that is in an unapproved status or is sunset by ADE or the district.	☑ We wish to **Sunset** (delete) the CTE program(s) listed below. If this box is checked, list all programs being deleted in box #2 below. ☑ An NOI form was submitted for all new program(s) listed in this application. ☑ We are unable to offer the new program(s). If this box is checked, list all programs affected in box #3 below. ☐ None of the above apply.
2	Please list all CTE programs that have been or will be Sunset (deleted). If none, type "non applicable." **Multi-campus districts are to identify the school site where program(s) are being sunset.**	AIS–Anytown High School
3	If you selected that your district is unable to offer the new NOI programs, please list the affected programs here. If not, type "non-applicable."	Education Professions

19. For **Local VTE Plan Part A,** select the appropriate block(s) that describe the delivery of Level I competencies.

LOCAL VTE PLAN PART A: COH SEQ LEVEL I
INSTRUCTIONS FOR REPORTING YOUR COHERENT SEQUENCE OF INSTRUCTION

Provide a Coherent Sequence of Instruction in Vocational Technical Education programs. [§134(b)(1)] Check the appropriate block(s) that best describes the Level I as it relates to the district's local plan for VTE.

COMPETENCIES

Level I Competencies: check all that apply	Taught at district's Jr. High	Included in Level II	Taught in Feeder schools	Taught by Union High School
	☑	☐	☐	☐

Save Page   Reset Page

20. For **Local VTE Plan Part B**, check the box to indicate the coherent sequence has been edited and updated and ADE CTE has been informed.

LOCAL VTE PLAN PART B: COH SEQ LEVELS II & III
INSTRUCTIONS FOR REPORTING YOUR COHERENT SEQUENCE OF INSTRUCTION

It is required that all applicants for Basic Grant funds provide a Coherent Sequence of Instruction for Vocational Technical Education programs. [§134(b)(1)]

Secondary Districts

After completing the section below, save page before proceeding.

Secondary district development of application requires district coherent sequence be updated

Check box if coherent sequence has been edited and ADE CTE has been informed. Application will not be processed if coherent sequence has not been updated.	Coherent sequence of instruction has been updated ☑

5-10

21. Now you are ready to work on the goals. You must develop at least one objective for each goal. Each goal has sample objectives with measurable outcomes and evaluation methods that can be used as a template to create, adapt or copy and paste into the appropriate boxes below on each page.

SAMPLE BG OBJECTIVES:
Objective 1: Career Technical Education instructors will receive training in conducting an objective evaluation of students using one of the state approved processes.
Measurable Outcome 1: 100% of Career Technical Education (CTE) instructors will have participated in the state approved evaluation process using local evaluation teams.
Evaluation Method 1: Student competency achievement matrix, annual evaluation report, appropriate local team evaluation representation, comparison of special population student success to non-special population students, accurate and reliable data reports.

Objective 2: By March 31st, local evaluation teams will be organized and trained to evaluate CTE programs.

Measurable Outcome 2: Local evaluation teams will have received training in program evaluation techniques and participate in annual evaluation.
Evaluation Method 2: Training schedules and attendance records, annual evaluation report of CTE programs.

Answer questions 1-10 thoroughly for each goal (see sample on page 5-12)
1. **New for 2006:** Identify the **Goal Number and Objective Number**
2. Choose Regular BG Objective or PIR objective.
3. Is objective district wide or site specific?
4. List sites if applicable or "non-applicable" for district wide.
5. Select all programs affected by the objective.
6. If this is a PIR, check objective area to be addressed or check "non-applicable".
7. Copy and paste a sample objective or create your own.   **Include only 1 objective per page.**
8. Copy and paste the sample measurable outcome for the objective.
9. Copy and paste the evaluation method for the objective.
10. Check the Perkins funds that will be used to address this objective. Check all expenditure categories that apply or "None of the Above" if funds will not be used to support this objective.

Save the page.

Evaluation Method 4: Training attendance records, assessments retained in student portfolios.

1	Develop at least one objective for Goal Two (Identify the Goal Number and Objective Number, i.e., Goal Two Objective One, Goal Two Objective Two). **Create only one objective per page.**	Goal Two Objective One
2	Choose whether this is a Regular BG Objective or PIR (Program In Review).	⦿ Regular BG Objective ○ PIR (Program In Review)
3	Will this objective be implemented district wide or only at one or more sites?	⦿ District wide ○ One or more sites only
4	List the sites where this objective will be implemented. If district wide, state "non-applicable".	Non-applicable

5. Select **all** programs affected.

☑ 52.0300 Accounting and Related Services
☐ 01.0100 Agricultural Business Mgmt – Agriscience
☑ 01.0300 Agriscience

6	If this is a PIR, check the objective area(s) to be addressed. If this is a regular BG Objective, choose "**non-applicable**".	☑ Non-applicable (not a PIR) ☐ 1.1 Academic Attainment–Reading ☐ 1.2 Academic Attainment–Writing ☐ 1.3 Vocational Proficiency ☐ 2.1 Graduation ☐ 3.1 Placements ☐ Other
7	State the objective relative to this goal.	Career Technical Education instructors will receive training in conducting an objective evaluation of students using one of the state approved processes.
8	State the Measurable Outcomes for this objective.	100% of Career Technical Education (CTE) instructors will have participated in the state approved evaluation process using local evaluation teams.
9	State the Evaluation Method for this objective.	Student competency achievement matrix, annual evaluation report, appropriate local team evaluation representation, comparison of special population student success to non-special population students, accurate and reliable data reports.
10	Check below if Perkins Funds will be used to address this Objective indicating the USFR Expenditure Category on the initial application and as amended (check all that apply). If none will be used to meet this objective, choose "**None of the above**".	☐ Instruction ☑ Support Services ☐ Support Services – Admin ☐ Capital Outlay ☐ None of the above

Save Page   Delete Page

22. If you are creating **another objective for the same goal**, select the same goal number again.

District | Arizona Department of Education
CTDS | 000000000 | Entity ID
Application Name | 2006 – Career & Technical Education Basic Gra

GOAL 2: PERFORMANCE STANDARDS

GOAL 2: PERFORMANCE STANDARDS – Carry out Vocation Education programs to meet state performance standards. [§1: and implement evaluations of Vocational Technical Education including assessment of how the needs of special populations [§135(b)(5)] Independently evaluate and continuously improve [§134(b)(6)]

When you save this page, it will be saved as a separate link on can click on and revise later. Do not combine objectives o use a new page if you plan to create more than one ob program will reload a new (blank) template page for you to fill not need this blank page, please click on another link for the r begin working on another page.

This ▤ shows the Goal has been completed.

23. When you have created an objective for each goal, scroll down to the financial data. Select **Contact Information** and fill in the blanks.

More than one email address can be placed in the email address box, separated by a space or semicolon only.

LEA CONTACT INFORMATION

Designation	Mr ▾
Project Director / Contact	
Phone Number	( ) Ext
Fax Number	( )
E-mail Address	

PROJECT INFORMATION

24. For the financial budget, select **Line Items** first.   Input the dollar amount for each function code/object code. The dollar amount entered must equal the district basic grant allocation to the exact amount. If you are unsure of the codes to use, refer to expenditure guidelines or discuss with your basic grant specialist. **Note: Every budget line item expenditure must be supported by one or more goals.**

25. Select **Line Items Description**. For each line item with a dollar amount, include a **detailed description** of the expenditure. The page cannot be saved unless a description appears in each box.

26. Select **Capital Outlay**. The amount allocated in the budget will appear at the top of the page. List capital outlay items separately.   Include quantity, cost per unit, detailed description, and the purpose for the item (what program, site, etc). Select **Save** button and it will calculate the total in the column at the right.

27. When you are finished with all required pages, click on the **Summary & Submit** link to review all the data you entered. If you receive a validation message as shown below, correct the errors and click on **Summary** link again.

28. When the errors are corrected, select **Summary & Submit** again. The entire project is ready to review. If you need to make any changes, click on the corresponding link on the left to modify a page. Save changes and select **Summary & Submit** again.

29. Scroll to the very bottom of the Summary & Submit page and select **Submit Application.** This sends the application electronically to ADE. You will receive a receipt that says it was successfully submitted. **Please note: Users with limited permissions will not receive the Submit button.**

30. If you wish to return to the process later without submitting, select the **Exit Application** link to get out of the application.

Final Tips:
- You are allowed no more than 60 minutes per page, therefore, **save data frequently**. If you time out, re-enter the process from the selection page.
- Save each page, before you select another page. If you forget to save a page, you will receive the prompt below.
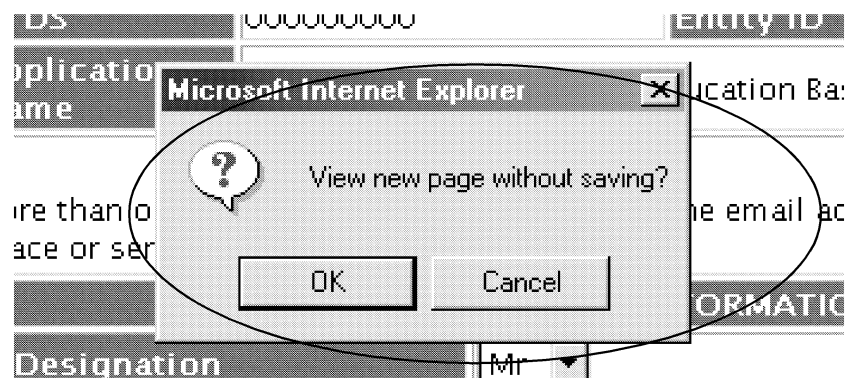
- Contact your Basic Grant Specialist with any program or grant questions.
- Contact the Grants Management office with technical grant questions.
- **The 2006 Career and Technical Education Basic Grant is due Monday, October 3, 2005** (the 1st is on a Saturday).
- See the next page for a new option for submitting your application.

Arizona Department of Education
FY 2006 Carl Perkins Basic Grant Application

A NEW OPTION for Your Consideration in Developing and Submitting
Your *2006 Basic Grant Application*

In an effort to speed the processing of your **2006 BASIC GRANT**, you may consider working on developing your **2006 Basic Grant Application** prior to receiving your allocation amount.

Here is how it works!

1. You would develop your objectives (using your most current performance measures data) and budget pages (using last year's **2005 Basic Grant allocation amount**) as the basis for planning your proposed budget for your **2006 Application.**

2. **You would then submit your completed application on-line as you normally do** so your BG liaison may begin the review process.

3. **Your BG liaison would then review both the proposed budget and objectives as we normally do and** (*if necessary*) return it to you for corrections, additional information, etc.

4. Once the Application is in substantially approvable form, **it will then be held by ADE until the District has been notified of your actual 2006 Basic Grant Allocation amount.**

5. ADE would then send your Application back to you in order for you to adjust the budget pages to reflect your actual **2006 Basic Grant Allocation amount.**

6. You would then **re-submit your application to ADE for final approval.**

We anticipate this process would greatly assist in your planning efforts and reduce the turn around time so you can access your approved funding, in a more timely manner.

LET ME INTRODUCE MYSELF

- Nancy Ryan-Schmidt
- Supervisor, CTE Financial Services
- Grants/MIS Team, CTE
- Arizona Department of Education
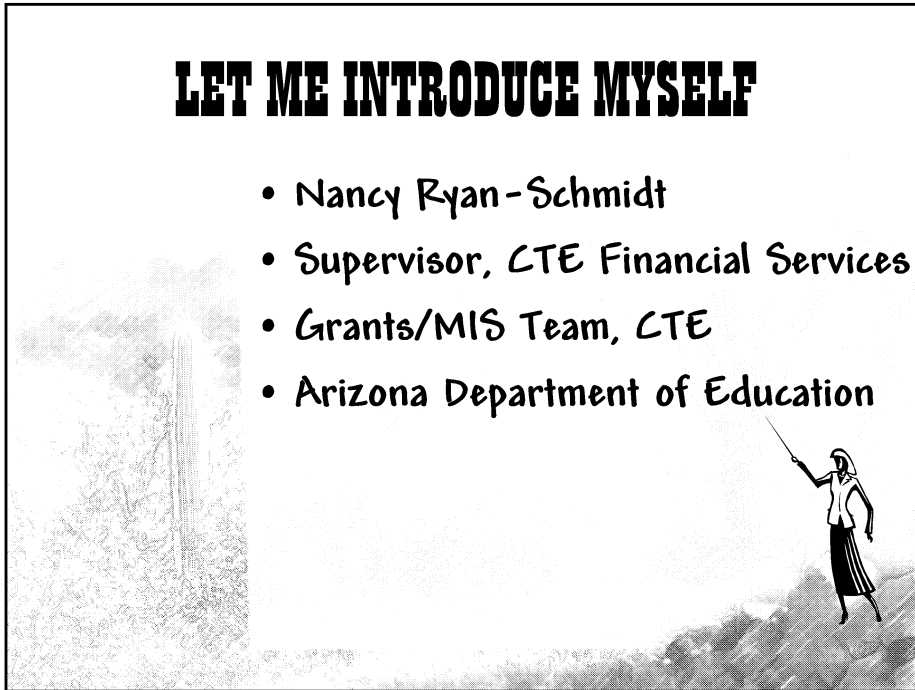
TODAY WE WILL FOCUS ON FISCAL PORTIONS OF:

- Applications
- Cash Management (Federal)
- Amendments
- Completion Reports
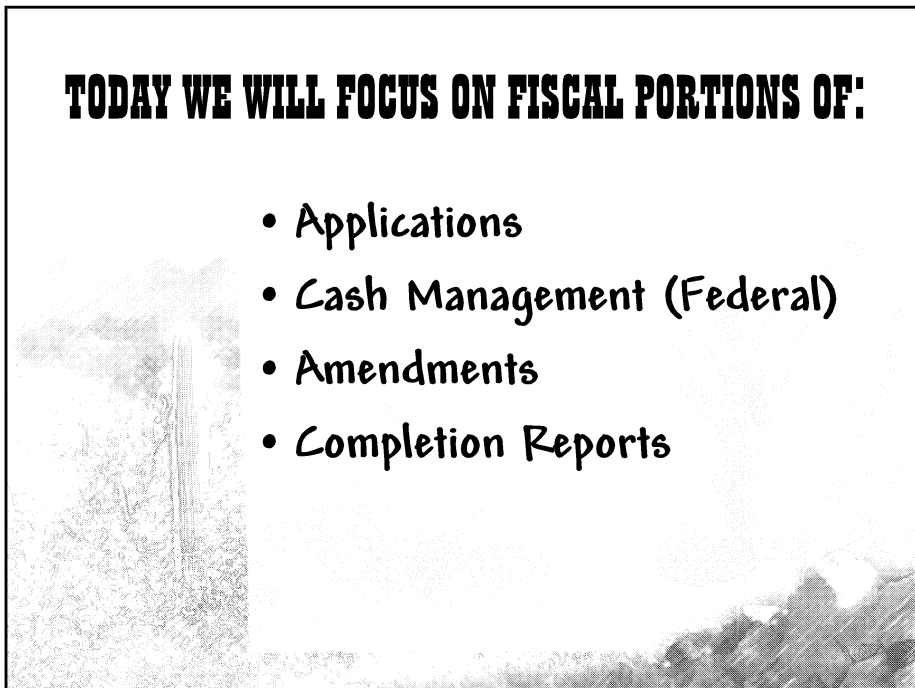
ALLOCATIONS

- Federal – Basic Grant
  - Receive allocation letter
- State – Priority Programs
  - Get figures off *FINAL* funding report
- Both State and Federal Funds are Supplemental
  - Don't get caught supplanting your Perkins funds!

WAIVERS

- Feds say at least $15,000.00 allocation
- District may request a Waiver against this regulation
- Letter to Ted Davis on district stationery stating:
  - Must be rural isolated with no neighboring district within 35 miles; or
  - There is a neighboring district and you have approached them to see if they are willing to "consort" with you and they have refused

All Basic and Priority Programs Applications Done Electronically

- Must Have GSA or Capture Status
- Basic Has Narrative Portion
- State Requires Just Fiscal Information
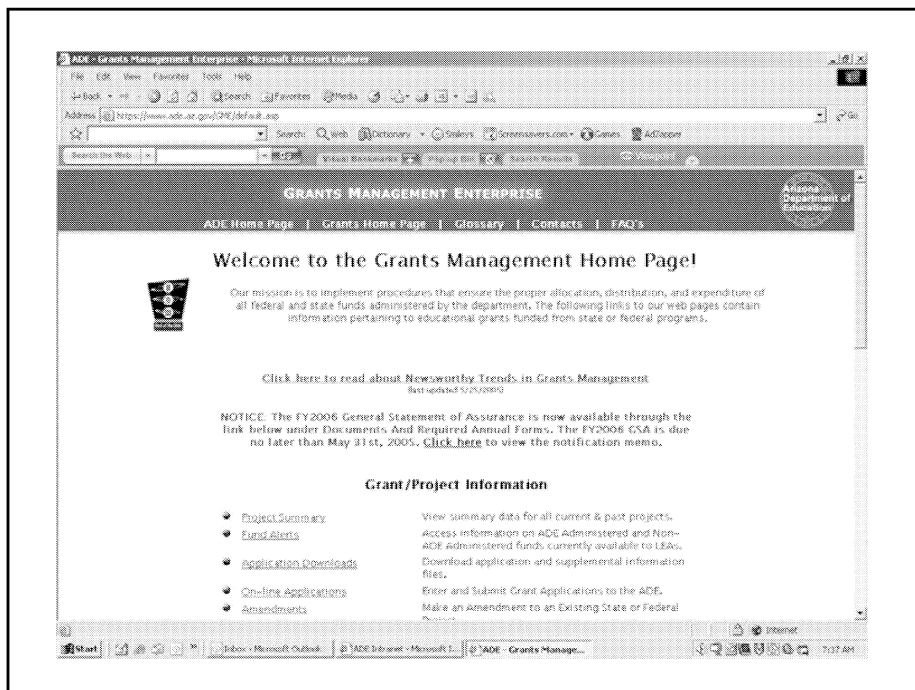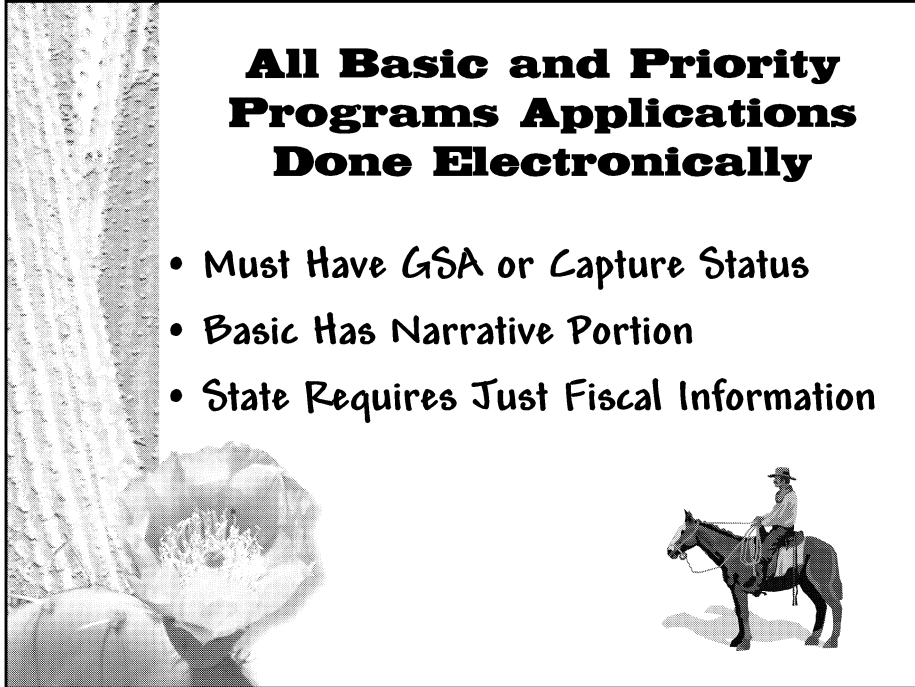
Contact Information — *It's Important!*

- Correct Email Address
- More than One, Separate by Just Semicolon
- Change It, If Necessary

Budget Basics–Quickie Coding

- **FUNCTION AND OBJECT CODES FROM USFR**
  - 1000 Instruction – basically "face-to-face" with students
  - 2000 Support Services – enhance instruction, ie: curriculum development and staff training.
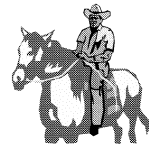
BUDGET BASICS – QUICKIE CODING EXAMPLES

- Travel for District Employees (excluding administrators) – Support Services 6500 (Other Purchased Services)
- Registrations for Above: Support Services 6300 (Purchased Professional Services)
- Travel for Administrators goes under Support Services-Admin.

Budget Basics — Quickie Coding Examples (Cont'd)

- Instructional Software and Special CTE Textbooks are coded to Supplies (6600)
- Software licenses are coded under Capital.

V E R B O T E N ! *

- Alcohol
- Food
- Entertainment
- Many VSO Expenditures (check with your specialist)
- Individual Memberships to Organizations

* Not allowed per OMB Circular A87 or the Perkins Act itself

BUDGET BASICS – ADMIN. COSTS

- Only 5% of Total Grant Allowed
- Includes Indirect
- Indirect is Allowed on Federal Projects Only
- Indirect is Calculated on Total Minus Capital
- Anything in Function Codes 2300, 2400, & 2500 is Considered Admin.

LINE ITEM DESCRIPTIONS

- Not Mandatory for State, But Nice to Have
- Give Us the Details - There is Enough Room
- Program Specialists Like Supplies Listed

CAPITAL OUTLAY

- Must List Each Item Separately
- Must Indicate a Specific Program Under "Purpose" – CIP is OK
- Must Add Up to Amount Listed for Capital on Budget Page
- Again, Not Mandatory for State, But Nice, Especially at Completion Report Time

PAYMENT SCHEDULE - FEDERAL

- "Up-Front" Payment to District to Recoup $ Disbursed for Grant
- Requested by District on Application for First Payment – Rest of $ Goes into RSP
- Should Put 0 (zero) If You Don't Want Any Funds
- Don't Get Yourself Into Cash Management Trouble!

PAYMENT SCHEDULE - STATE

- Fixed Monthly Payment Determined by District or ADE
- No State Payment Scheduled for June
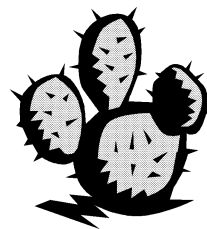
JUST A REMINDER

- Be sure to press the correct submit button
  - It's on the bottom of the last page

CASH MANAGEMENT REPORTS - FEDERAL

- No Reportee, No Money
- Submitted Electronically by 18th of Month
- No Excess Cash-On-Hand Allowed by Feds
- If You Are Out of Compliance, You Will Not Receive Funds
- Money is Sent 1st Week of Following Month, So Plan Accordingly.

JUST A REMINDER

- You May Submit as Many as You Want up until the 18th

- May Report is Last One of the Year, If Project Ends June 30th

- August Report is Last One of the Year, If Project ends September 30th

- Again, Plan Accordingly

IS IT TIME FOR AN AMENDMENT?

- Must Be Done Electronically
- Must Be Done if 20%/$1000.00 Rule Per Line Item is Exceeded
- Must Be Done if You Want to Expend on a Line Item That has No Budget
- Should Be Done if There are Any Changes in Capital
- Must Be Done 90 Days Before the End of the Project

PLEASE REMEMBER

- **Be Specific in "Amendment Reason"** Section
  - If you are amending in C/O or additional allocation, give dollar amount; indicate Fiscal Year if carryover; and breakout what money is.
  - If there are changes in Capital Outlay, please note them.
  - If it is programmatic, explain that thoroughly and change the applicable narrative portion for federal.

PLEASE REMEMBER (CONT'D)

- Be specific in your Line Item Descriptions for Federal
  - Due to the amendment, chances are they have changed from the original
- If there are changes to Capital, be sure to indicate that in the Capital Outlay Section.

EXCEPTIONS TO THE RULE

- Hard Copy Amendments
  - Done When Amendment Deadline Has Passed
  - Must Have Special Dispensation
  - Every Applicable Page Must Be <u>Completely</u> Filled Out
  - Must Be Mailed Or Hand-Carried to ADE

COMPLETION REPORTS

- Due to the <u>ADE</u> 90 Days After End of Project
- Learn to Love your Business Manager and Communicate
- Cash-on-Hand = Disbursements+Local Funds
  - Actual Expenditures
  - Very possible it will be a Negative Amount

COMPLETION REPORTS (CONT'D)

- If You Have Funds Listed In The "Other Box" Tell Us What They Are
  - Be as Specific as Possible
  - Indicate Fiscal Years

MORE ON COMPLETION REPORTS

- Don't over-expend more than the 20%/$1000.00 allowable limit
  - Audit Exception-You'll have to refund out of M&O

- Don't charge expenditures to a line item with no budget
  - Audit Exception - Ditto Above
  -

- Don't forget to detail your capital outlay for ALL projects – even STATE!

EVEN MORE ON COMPLETION REPORTS

- If we owe you, you'll be paid when report is approved
- If you owe us, send us the money with a detailed explanation after you have received notification of report approval.
  - School District
  - Project Number
  - Interest or Principal
- If report is late, Current Funds are put on Hold

IMPORTANT TO REMEMBER

- Federal money has a life span of 27 months
- After 27 months, the funds are expired and not available to us or to you
- Completion Reports **must** be approved before the 27 months are up

Important (continued)

- This means your FY 05 Completion Reports must be approved by Sept 30, 2006

July 2004	July 2005	July 2006	Sept 2006
12 months	24 months	27 months	

PLEASE NOTE

- On all completion reports rejected, this phrase now appears on the rejection email you receive:

"In order for the Department of Education to reimburse your district for the funds that it expended for this project, this completion report must be received and approved by the ADE by September 15, 200X. After that date the FY 200X funds will have expired and funds will not be available to release to your district for this project."
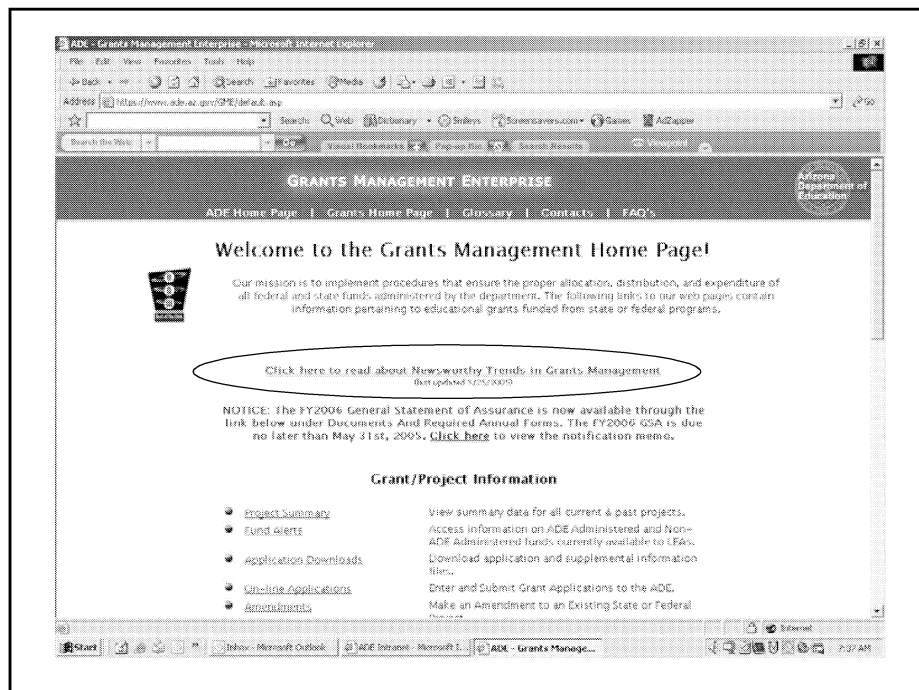
BE IN THE KNOW

CHECK OUT THE
GRANTS HOMEPAGE

Welcome to the Grants Management Home Page!
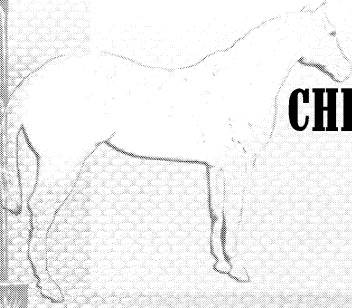
Our mission is to implement procedures that ensure the proper allocation, distribution, and expenditure of all federal and state funds administered by the department. The following links to our web pages contain information pertaining to educational grants funded from state or federal programs.

Click here to read about Newsworthy Trends in Grants Management
(last updated 12/08/2003)

Grant/Project Information

Project Summary	View summary data for all current & past projects.
Fund Alerts	Access information on ADE Administered and Non-ADE Administered funds currently available to LEAs.
Application Downloads	Download application and supplemental information files.
On-line Applications	Enter and Submit Grant Applications to the ADE.
Amendments	Make an Amendment to an Existing State or Federal Project.
Cash Management Report	Submit monthly Cash Management reports for Federal projects and obtain previous report receipts for your audit trail.
Completion Reports	Enter and Submit project Completion Reports on-line.
Completion Report Downloads	Download Completion Report supplemental narrative documents.

Questions ??

CHECK OUT THE GRANTS
HOME PAGE

ADE WEBSITE - www.ade.az.gov

ADE WEBSITE - www.ade.az.gov

6-21
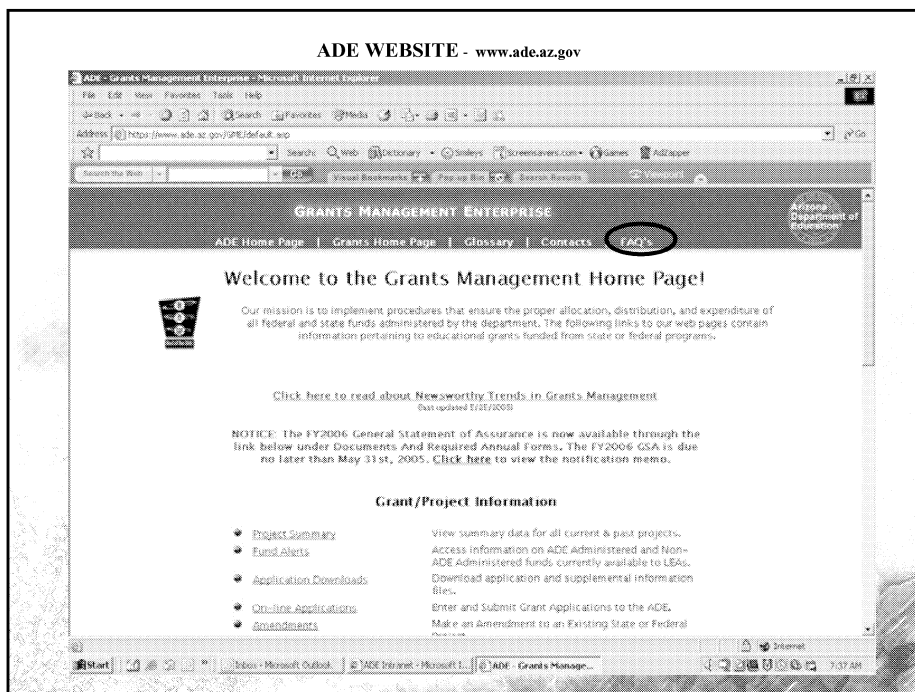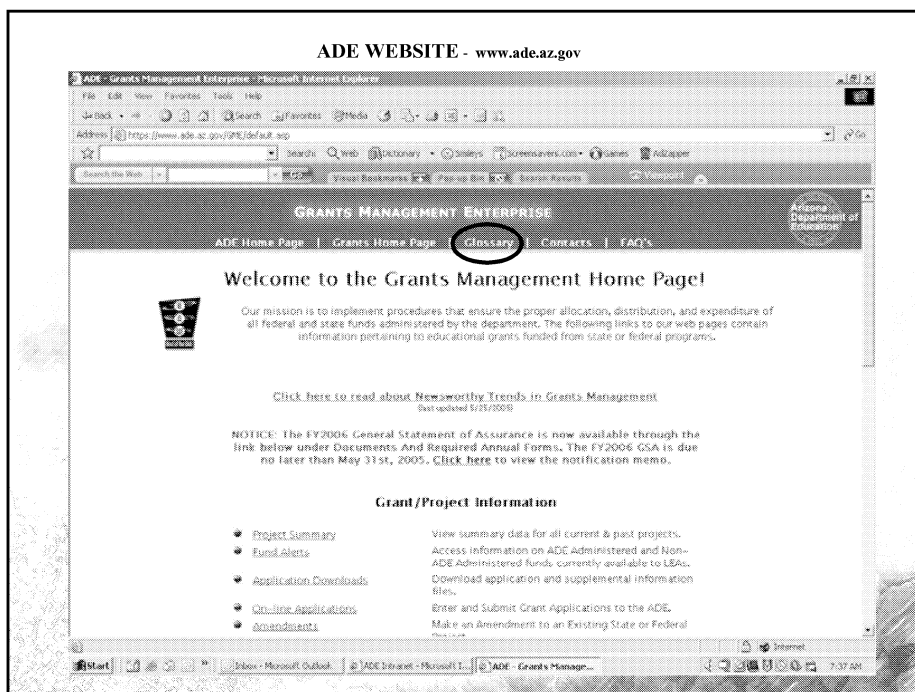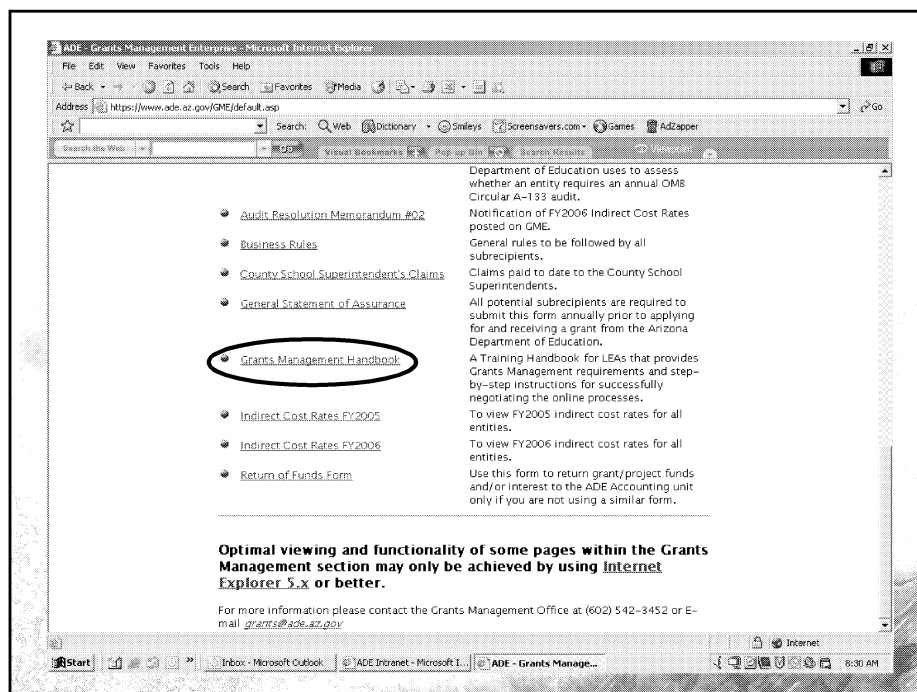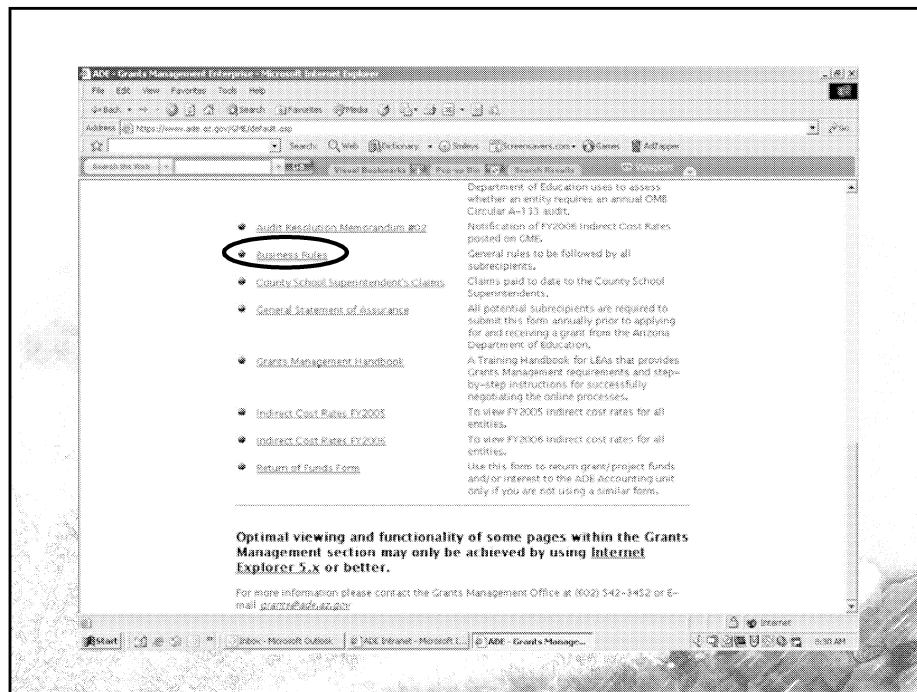
OTHER RESOURCES

- USFR
  - Chart of Accounts is included in your packet
- Auditor General's Memo #185 Re: Capital Outlay
  - Also included in this packet
- ADE Specialists and Grant Personnel
  - We Are Here To Help You - HONEST!

MAY I ANSWER ANY QUESTIONS?
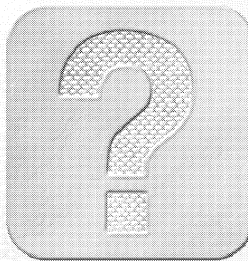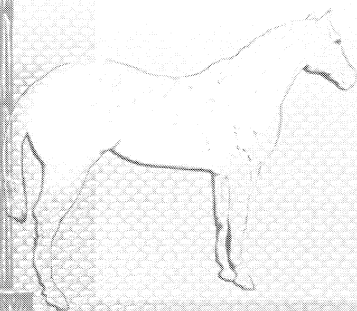
1000   **INSTRUCTION**—Instruction includes the activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving cocurricular activities and school-sponsored athletics. It may also be provided through some other approved medium such as television, radio, telephone, and correspondence. Included here are the activities of aides or classroom assistants of any type (clerks, graders, teaching machines, etc.) that assist in the instructional process. If proration of expenditures is not possible for department chairpersons who also teach, include department chairpersons who also teach in instruction. Full-time department chairpersons' expenditures should be included only in function 2490. As an alternative to using a separate optional element for course codes, districts may establish course codes under this function.

2000   **SUPPORT SERVICES**—Support services provide administrative, technical (such as guidance and health), and logistical support to facilitate and enhance instruction. These services exist as adjuncts for fulfilling the objectives of instruction, community services, and enterprise programs, rather than as entities within themselves.

  2100   **Support Services—Students**—Activities designed to assess and improve the well being of students and to supplement the teaching process.

  2110   **Attendance and Social Work Services**—Activities designed to improve student attendance at school and that attempt to prevent or solve student problems involving the home, school, and community. This function includes attendance services, social work services, and student accounting services. Registration activities for adult education programs are also included here.

  2120   **Guidance Services**—Activities involving counseling with students and parents; consulting with other staff members on learning problems; evaluating the abilities of students; assisting students as they make their own educational and career plans and choices; assisting students in personal and social development; providing referral assistance; and working with other staff members in planning and conducting guidance programs for students. This function includes counseling, appraisal, information, record maintenance, and placement services.

  2130   **Health Services**—Health services that are not direct instruction. Included are activities that provide students with appropriate medical, dental, and nursing services.

  2140   **Psychological Services**—Activities concerned with administering psychological tests and interpreting the results; gathering and interpreting information about student behavior; working with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests and behavioral evaluation; and planning and managing a program of psychological services, including psychological counseling for students, staff, and parents.

  2150   **Speech Pathology and Audiology Services**—Activities that identify, assess, and treat children with speech, hearing, and language impairments.

  2190   **Other Support Services—Students**—Other support services to students not classified elsewhere in the function 2100 series.

2200   **Support Services—Instructional Staff**—Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students.

2210   **Improvement of Instruction Services**—Activities primarily for assisting instructional staff in planning, developing, and evaluating the process of providing learning experiences for students. These activities include curriculum development, developing instruction techniques, child development and understanding, staff training, etc.

2220   **Educational Media Services**—Activities concerned with the use of all teaching and learning resources, including hardware, and content materials. Educational media are defined as any devices, content materials, methods, or experiences used for teaching and learning purposes. These include printed and nonprinted sensory materials. This function includes school library services, audiovisual services, educational television services, and computer-assisted instruction services. Textbooks should not be charged here but to function 1000.

2290   **Other Support Services—Instructional Staff**—Other support to the instructional staff not classified elsewhere in the function 2200 series.

2300   **Support Services—General Administration**—Activities concerned with establishing and administering policy for operation of the district. (Do not include the Chief Business Official here, but in Support Services—Business, function 2500).

2310   **Governing Board Services**—Activities of the elected body that has been created according to state law and vested with responsibilities for educational activities in a given administrative unit. This function includes board secretary/clerk services, board treasurer services, election services, staff relations and negotiations services, legal services, and external audit services.

2320   **Executive Administration Services**—Activities associated with the overall general administration of or executive responsibility for the entire district. This function includes the office of the superintendent services, community relations services, and state and federal relations services.

2330   **Lobbying**—Activities related to the attempt to influence the passage or defeat of any legislation by communicating with any member or employee of the Legislature.

2400   **Support Services—School Administration**—Activities concerned with overall administrative responsibility for a school.

2410   **Office of the Principal Services**—Activities concerned with directing and managing the operation of a particular school. Include the activities performed by the principal, assistant principals, and other assistants while supervising all school operations, evaluating staff members, assigning duties to staff members, maintaining the school records, and coordinating school instructional activities with those of the district. Also, include the work of clerical staff in support of teaching and administrative duties.

2490   **Other Support Services—School Administration**—Other school administration services. This function includes graduation expenses and full-time department chairpersons.

2500   **Support Services—Business**—Activities concerned with paying, transporting, exchanging, and maintaining goods and services for the district. Include here the fiscal and internal services necessary for operating the district, including the Chief Business Official.

2510   **Fiscal Services**—Activities concerned with the fiscal operations of the district. This function includes budgeting, receiving and disbursing monies, financial and property accounting, payroll, inventory control, internal auditing, and managing funds, as well as supervision of fiscal services.

2520   **Purchasing Services**—Activities concerned with purchasing supplies, furniture, equipment, and materials used in schools or school system operations.

2530   **Warehousing and Distributing Services**—The activities of receiving, storing, and distributing supplies, furniture, equipment, materials, and mail.

2540   **Printing, Publishing, and Duplicating Services**—The activities of printing and publishing administrative publications such as annual reports, school directories, and manuals. Activities here also include centralized services for duplicating school materials and instruments such as school bulletins, newsletters, and notices.

2590   **Other Support Services—Business**—Other support services to business not classified elsewhere in the function 2500 series.

2600   **Operation and Maintenance of Plant Services**—Activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings, and equipment in effective working condition and state of repair. These include the activities of maintaining safety in buildings, on the grounds, and in the vicinity of schools.

2610   **Supervision of Operation and Maintenance of Plant Services**— The activities involved in directing, managing, and supervising the operation and maintenance of school plant facilities.

2620   **Operating Buildings Services**—Activities concerned with keeping the physical plant clean and ready for daily use. They include operating the heating, lighting, and ventilating systems, repairing facilities, and repairing and replacing built-in equipment. Also included are the costs of building rental and property insurance.

2630   **Care and Upkeep of Grounds Services**—Activities involved in maintaining the land and improvements (but not the buildings). These include snow removal, landscaping, and grounds maintenance.

2640   **Care and Upkeep of Equipment Services**—Activities involved in maintaining equipment owned or used by the district. They include such activities as servicing and repairing furniture, machines, and movable equipment.

2650   **Vehicle Operation and Maintenance Services (Other Than Student Transportation Vehicles)**—Activities involved in maintaining general purpose vehicles such as trucks, tractors, graders, and staff vehicles. These include such activities as repairing vehicles, replacing vehicle parts, and cleaning, painting, greasing, fueling, and inspecting vehicles for safety (i.e., preventive maintenance).

2660   **Security Services**—Activities concerned with maintaining order and safety in school buildings, on the grounds, and in the vicinity of schools at all times. Included are police activities for school functions, traffic control on grounds and in the vicinity of schools, building alarm systems, and hall monitoring services.

2690   **Other Operation and Maintenance of Plant Services**—Operations and maintenance of plant services that cannot be classified elsewhere in the function 2600 series.

2700   **Student Transportation Services**—Activities concerned with conveying students to and from school, as provided by state and federal law. This includes trips between home and school, and trips to school activities.

2710   **Supervision of Student Transportation Services**—Activities pertaining to directing and managing student transportation services.

2720   **Vehicle Operation Services**—Activities involved in operating vehicles for student transportation, from the time the vehicles leave the point of storage until they return to the point of storage. These include driving buses or other student transportation vehicles.

2730   **Monitoring Services**—Activities concerned with supervising students in the process of being transported between home and school, and between school and school activities. Such supervision can occur while students are in transit, while they are being loaded and unloaded, and in directing traffic at the loading stations.

2740   **Vehicle Servicing and Maintenance Services**—Activities involved in maintaining student transportation vehicles. It includes repairing and replacing vehicle parts, and cleaning, painting, fueling, and inspecting vehicles for safety.

2790   **Other Student Transportation Services**—Student transportation services that cannot be classified elsewhere in the function 2700 series.

2800   **Support Services—Central**—Activities, other than general administration, that support each of the other instructional and supporting services programs. These activities include planning, research, development, evaluation, information, staff, and data processing services.

2810   **Planning, Research, Development, and Evaluation Services**—Activities associated with conducting and managing programs of planning, research, development, and evaluation for a school system on a systemwide basis.

Planning Services—Activities concerned with selecting or identifying the overall, long-range goals and priorities of the

organization or program. They also involve formulating various courses of action needed to achieve these goals. This is done by identifying needs and relative costs and benefits of each course of action.

Research Services—Activities concerned with the systematic study and investigation of the various aspects of education, undertaken to establish facts and principles.

Development Services—Activities in the deliberate evolving process of improving educational programs.

Evaluation Services—Activities concerned with ascertaining or judging the value or amount of an action or an outcome. This is done through careful appraisal of previously specified data in light of the particular situation and the goals previously established.

2820   **Information Services**—Activities concerned with writing, editing, and otherwise preparing educational and administrative information for dissemination to students, staff, managers, and the general public through direct mailing, the various news media, or personal contact.

2830   **Staff Services**—Activities concerned with maintaining an efficient staff for the school system (e.g., personnel office activities). It includes such activities as recruiting and placement, staff transfers, inservice training, and health services.

2840   **Data Processing Services**—Activities concerned with preparing data for storage, storing data, and retrieving it for reproduction as information for management and reporting. This function includes system analysis, programming, and operations services. (A district wanting to maximize its indirect cost rate should code data processing service costs to this code.)

2900   **Other Support Services**—All other support services not classified elsewhere in the function 2000 series.

3000   **OPERATION OF NONINSTRUCTIONAL SERVICES**—Activities concerned with providing noninstructional services to students, staff, or the community.

3100   **Food Service Operations**—Activities concerned with providing food to students and staff. This function includes preparing and serving regular and incidental meals, lunches, or snacks in connection with school activities and food delivery.

3200   **Enterprise Operations**—Activities that are financed and operated in a manner similar to private business enterprises, where the stated intent is that the costs are financed or recovered primarily through user charges. Food Service should not be charged here but rather to function 3100.

3300   **Community Services Operations**—Activities concerned with providing community services to students, staff, or other community participants. Examples of this function would be the operation of a community swimming pool, a recreation program for the elderly, a childcare center for working parents, etc.

Used only with Program 900.

3400   **Bookstore Operations**—Activities concerned with bookstore operations.

4000 **FACILITIES ACQUISITION AND CONSTRUCTION SERVICES**—Activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.

4100 **Site Acquisition Services**—Activities concerned with initially acquiring and improving new sites.

4200 **Site Improvement Services**—Activities concerned with improving sites.

4300 **Architecture and Engineering Services**—The activities of architects and engineers related to acquiring and improving sites and improving buildings. Charges are made to this function only for those preliminary activities that may or may not result in additions to the district's property. Otherwise, charge these services to functions 4100, 4200, 4500, or 4600, as appropriate.

4400 **Educational Specifications Development Services**—Activities concerned with preparing and interpreting descriptions of specific space requirements for the various learning experiences of students to be accommodated in a building. These specifications are interpreted by the architects and engineers in the early stages of blueprint development.

4500 **Building Acquisition and Construction Services**—Activities concerned with buying or constructing buildings.

4600 **Building Improvement Services**—Activities concerned with building additions and with initially installing or extending service systems and other built-in equipment.

4900 **Other Facilities Acquisition and Construction Services**—Facilities acquisition and construction activities that cannot be classified above.

5000 **DEBT SERVICE**—Servicing the debt of the district, including payments of both principal and interest.

6000 **OTHER FINANCING USES**—A number of outlays of governmental funds are not properly classified as expenditures, but still require budgetary or accounting control. These include certain transfers of monies from one fund to another, indirect costs, and payments to bond escrow agents.

6100   **PERSONAL SERVICES—SALARIES**—Amounts paid to both permanent and temporary district employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the district.

Used with functions 1000 - 4000.

      6110   **Certified Salaries**—Amounts earned by employees certified by the Arizona Department of Education.

          6111   **Administrators**

          6112   **Teachers**

          6113   **Substitute Teachers**

          6114   **Other**

      6150   **Classified Salaries**—Amounts earned by employees not certified by the Arizona Department of Education. Examples are business manager, clerks, secretaries, custodians, social workers, nurses, bus drivers, food service workers, and crossing guards.

6200   **PERSONAL SERVICES—EMPLOYEE BENEFITS**—Amounts paid by the district on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services.

Used with functions 1000 - 4000.

      6210   **Employee Insurance**—Amounts for the employer's share of any insurance plans, such as life, health, dental, and accident insurance.

      6220   **Social Security Contributions**—Employer's share of amounts paid by the district for social security. (Although object codes 6221 and 6222 are optional, districts must maintain adequate records to separately identify OASDI and Medicare.)

          6221   **Social Security—OASDI**

          6222   **Medicare—Hospital Insurance**

      6230   **State Retirement System Contributions**—Employer's share of amounts paid by the district for retirement and long-term disability contributions to the Arizona State Retirement System. (Although object codes 6231 and 6232 are optional, districts must maintain adequate records to separately identify State Retirement and Long-Term Disability.)

          6231   **State Retirement**

          6232   **Long-Term Disability**

      6250   **Unemployment Insurance**—Amounts paid by the district to provide unemployment insurance for its employees. These charges may be distributed to functions in accordance with the salary budget or may be charged to function 2310.

      6260   **Workers' Compensation**—Amounts paid by the district to provide workers' compensation insurance for its employees. These charges may be distributed to functions in accordance with the salary budget or may be charged to function 2310.

6270   **Health Benefits**—Amounts paid by the district to provide health benefits, other than insurance, for its current or former employees.

6290   **Other Employee Benefits**—Employee benefits other than those classified above. Districts may establish subcodes for various accrued amounts, such as "vested sick leave paid upon termination." Such amounts may be distributed to the functions according to the employee's assignment or charged to function 2310.

6300   **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES**—Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. It is recommended that a separate account be established for each type of service provided to the district.

   6310   **Official/Administrative Services**—Services in support of the various policy-making and managerial activities of the district. Include management consulting activities oriented to general governance or business and financial management of the district, school management support activities, and election services.

   Usually used with functions 2300 and 2400.

   6320   **Professional—Educational Services**—Services supporting the instructional program and its administration. Include curriculum improvement services, counseling and guidance services, library and media support, and contracted instructional services.

   Usually used with functions 1000, 2100, and 2200.

   6330   **Other Professional Services**—Professional services other than educational services that support the operation of the district. Include medical doctors, lawyers, architects, auditors (for federal programs only), accountants, therapists, audiologists, dietitians, editors, negotiations specialists, systems analysts, and planners.

   Usually used with function 2000.

   6340   **Technical Services**—Services to the district that are not regarded as professional, but require basic scientific knowledge, manual skills, or both. Include data processing services, purchasing and warehousing services, and graphic arts.

   Usually used with functions 1000 and 2000.

   6350   **Audit Services**—Audit services associated with financial and compliance audits of the district. Do not include amounts related to audits of federal programs. Federal program audit costs should be classified under object code 6330.

   Usually used with function 2310.

6400   **PURCHASED PROPERTY SERVICES**—Services purchased to operate, repair, maintain, and rent property owned or used by the district. These services are performed by persons other than district employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

    6410   **Utility Services**—Expenditures for utility services other than energy services supplied by public or private organizations. Water and sewage are included here. Telephone and facsimile services are not included here but are classified under object code 6530.

    Used only with function 2600.

        6411   **Water/Sewage**—Expenditures for water/sewage utility services from a private or public utility company.

    6420   **Cleaning Services**—Services purchased to clean buildings and grounds, including disposal, snow removal, custodial, and lawn care services (apart from services provided by district employees).

    Used only with function 2600.

        6421   **Disposal Services**—Expenditures for garbage pickup and handling not provided by district personnel.

        6422   **Snow Plowing Services**—Expenditures for snow removal not provided by district personnel.

        6423   **Custodial Services**—Expenditures for custodial services not provided by district personnel.

        6424   **Lawn Care**—Expenditures for lawn and grounds upkeep, minor landscaping, and nursery services not provided by district personnel.

    6430   **Repair and Maintenance Services**—Expenditures for repairs and maintenance services not provided directly by district personnel. This includes contracts and agreements covering the upkeep of buildings and equipment. Costs for renovating and remodeling are not included here but are classified under object code 6450.

    6440   **Rentals**—Costs for renting or leasing land, buildings, and equipment. For capital leases, use object codes 6840 and 6850.

        6441   **Renting Land and Buildings**—Expenditures for leasing or renting land and buildings for both temporary and long-term use by the district.

        Used with function 2620.

        6442   **Rental of Equipment**—Expenditures for leasing or renting machinery, vehicles, furniture, fixtures, and other equipment for both temporary and long-term use by the district. This includes bus and other vehicle rental when operated by district personnel.

    6450   **Construction Services**—Includes amounts for constructing, renovating, and remodeling paid to contractors.

    Used only with function 4000.

    6490   **Other Purchased Property Services**—Purchased property services that are not classified above. Costs for telephone and facsimile services are not included here but are included in object code 6530.

    Usually used with function 2600.

6500   OTHER PURCHASED SERVICES—Amounts paid for services rendered by organizations or personnel not on the district payroll, but not included in Purchased Professional and Technical Services (6300) or Purchased Property Services (6400). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

> **6510   Student Transportation Services**—Expenditures for transporting students to and from school and other activities. These include payments to other districts or agencies, or to individuals who transport themselves or their own children, or for reimbursement of transportation expenses on public carriers.
>
> *Used only with function 2700.*
>
> **6520   Insurance (Other than Employee Benefits)**—Expenditures for all types of insurance coverage, including property, liability, and fidelity. Insurance for group health is not charged here but is recorded under object code 6200.
>
> *Used with function 2620.*
>
> **6530   Communications**—Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone, cable, satellite, and facsimile services as well as postage.
>
>> **6531   Telephone**—Expenditures for telephone services from a private or public utility company. Monthly service charges for Internet access should also be recorded here.
>>
>> *Usually used with function 2620. Used with function 1000 if for instructional purpose.*
>>
>> *6532*   **Other Communications Services**—Costs of services provided by persons or businesses that assist in transmitting and receiving messages, such as postage, and private delivery service.
>>
>> *Used with functions 2500 and 2820.*
>
> **6540   Advertising**—Expenditures for announcements in professional publications, newspapers, or broadcasts over radio and television. These expenditures include advertising for such purposes as personnel recruitment, legal ads, new and used equipment, and sale of property. Costs for professional advertising or public relations services are not recorded here but are charged to object code 6330.
>
> *Usually used with functions 2300, 2500, or 2800.*
>
> **6550   Printing and Binding**—Expenditures for job printing and binding, usually according to specifications of the district. This includes designing and printing forms and posters as well as printing and binding district publications. Preprinted standard forms are not charged here but are recorded under object code 6610.
>
> *Usually used with function 2540.*

6560   **Tuition**—Expenditures to reimburse other educational institutions that educate students residing in the district. Tuition is payable when: (1) a student is permitted to attend school in another district located either within or outside the State, by a certificate of educational convenience issued by the County School Superintendent; (2) a student attends high school in another district because there is no high school or appropriate high school program in the area served by the common district of residence; or (3) a district contracts with a public or private agency for the education of children with disabilities. (A.R.S. §§15-764, 15-824 and 15-825) The following subaccounts must be used.
Used only with function 1000.

       6561   **Tuition to Other Arizona Districts**—Tuition paid to other districts within the State.

       6562   **Tuition to Out-of-State Districts**—Tuition paid to districts outside the State.

       6563   **Tuition to Private Sources**—Tuition paid to private schools.

       6564   **Tuition to Intermediate Education Agencies, Cooperatives/IGAs**—Tuition paid to a county or fiscal agent of an entity formed by two or more districts for the purpose of educating students, such as county service programs (including payments to the Small District Service Program Fund pursuant to A.R.S. §15-365). Other types of payments made to fiscal agents under an intergovernmental agreement should be recorded in applicable accounts (e.g., shared services of an accountant would be charged to object code 6330).

       6565   **Tuition Out Debt Service**—The amount a district may budget for the bond issues portion of tuition charged for students attending school in another district. The amount a common school district, not within a high school district (Type 03), may budget is limited. [A.R.S. §15-910(K)]

       6569   **Tuition—Other**—Tuition paid to the State and other governmental organizations as reimbursement for providing specialized instructional services to students residing within the boundaries of the paying district.

6570   **Food Service Management**—Expenditures for the operation of a local food service facility by other than employees of the district. Included are contracted services, such as food preparation, associated with the food service operation. Direct expenditures by the district for food, supplies, labor, and equipment would be charged to the appropriate object codes.
Used only with function 3100.

6580   **Travel**—Costs of transportation, meals, lodging, and other expenses associated with traveling on business for the district (including federally funded advisory committee and nonemployees traveling for a school purpose). This includes public transportation fares or private vehicle reimbursement at the designated rate per mile, subsistence, and other permissible travel expenses. Per diem is governed by A.R.S. §15-342. Payments of set amounts on a monthly or other periodic basis, regardless of actual travel time, are not considered travel expenses but should be treated as employee compensation, object code 6100.
Used with functions 1000 - 4000.

6590   **Miscellaneous Purchased Services**—Purchased services other than those described above. Any interdistrict payments other than tuition and transportation should be classified here.

6591   **Services Purchased from Non-Districts**—Any expenditures for services purchased from entities other than districts that are not otherwise classified in the 6300, 6400, or 6500 series of object codes.

Used with functions 1000 - 4000.

6592   **Services Purchased from Other Arizona Districts**—Payments to another district within the State for services rendered, other than tuition and transportation fees. Examples of such services are data processing, purchasing, nursing, and guidance. Where a question arises as to whether to code such payments to the 6300 series of object codes or to this code, 6592 should be used so that *all* interdistrict payments can be eliminated when consolidating reports from multiple districts at state and federal levels.

Usually used with function 2000.

6593   **Services Purchased from Out-of-State Districts**—Payments to another district outside the State for services rendered, other than tuition and transportation fees. Examples of such services are data processing, purchasing, nursing, and guidance. Where a question arises as to whether to code such payments to the 6300 series of object codes or to this code, 6593 should be used so that *all* interdistrict payments can be eliminated when consolidating reports at the federal level.

Usually used with function 2000.

6600   **SUPPLIES**—Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

6610   **General Supplies**—Expenditures for all supplies (other than those listed below) for the operation of the district, including freight and tax.

Used with functions 1000 - 4000.

6611   **District Supplies**

6612   **Supplies for Sale or Rental**

6620   **Energy**—Expenditures for energy, including gas, oil, coal, gasoline, and services received from public or private utility companies.

6621   **Natural Gas**—Expenditures for gas utility services from a private or public utility company.

Usually used with functions 2620 and 3100.

6622   **Electricity**—Expenditures for electric utility services from a private or public utility company.

Usually used with functions 2620 and 3100.

6623   **Bottled Gas**—Expenditures for bottled gas, such as propane received in tanks.

Usually used with functions 2620 and 3100.

6624   Oil—Expenditures for bulk oil normally used for heating.

Usually used with function 2620.

6625   Coal—Expenditures for raw coal normally used for heating.

Usually used with function 2620.

6626   Gasoline—Expenditures for gasoline purchased in bulk or periodically from a gasoline service station.

Usually used with functions 2630 and 2720.

6629   Other—Expenditures for energy that cannot be classified in one of the preceding categories.

6630   Food—Expenditures for food used in the district food service program. Food used in instructional programs is charged under object 6610.

Used only with function 3100.

6631   USDA Commodities—The fair market value of commodities donated by the U.S. Department of Agriculture. Expenditures for freight charges should also be included.

6632   Other Food—Expenditures for food except USDA commodities.

6640   Books, Periodicals, and Instructional Aids—Expenditures for books, textbooks, and periodicals prescribed and available for general use, including reference books. This category includes the cost of workbooks and textbooks that are purchased to be resold or rented. Also recorded here are binding or other repair costs to textbooks and school library books.

Used with functions 1000 - 4000.

6641   Library Books—Expenditures for regular purchases of library books and related items available for general use by students, including reference books, films, cassette tapes, periodicals, and computer databases used in the library/media center.

6642   Textbooks—Expenditures for textbooks or educational systems for each course of study, including books, kits, videocassettes, films, instructional computer software or workbooks that function as part of the basic program. These items must be adopted by the governing board in accordance with A.R.S. §§15-721 and 15-722. This code is not intended to cover costs of teaching supplies normally consumed, such as paper, pencils, scissors, crayons, and tape.

6643   Instructional Aids—Expenditures for materials (e.g., instructional computer software, workbooks, films, kits, magazines) that supplement the district adopted program.

6644   Other Books—Expenditures for books and periodicals purchased for non-student users or for noncredit enrichment programs.

6700   **PROPERTY**—Expenditures for acquiring fixed assets, including land or existing buildings, improvement of grounds, and original, additional, and replacement equipment.

      6710   **Land and Existing Improvements**—Expenditures for the purchase of land and the existing improvements thereon. Include the present value amount of capital leases of land in the year of acquisition. Periodic payments should be recorded in object codes 6840 and 6850. Purchases of air and mineral rights are included here. Also, included are special assessments against the district for capital improvements such as streets, curbs, and drains. Not included here, but generally charged to object codes 6300, 6450, or 6730 as appropriate, are expenditures for improving sites and adjacent ways after acquisition by the district. Used with governmental funds only.

      Used only with function 4100.

      6720   **Buildings**—Expenditures for acquiring existing buildings. Also, include the present value amount of capital leases in the year of acquisition. Periodic payments should be recorded in object codes 6840 and 6850. Expenditures for the contracted construction of buildings, for major permanent structural alterations, and for the initial or additional installation of heating and ventilating systems, fire protection systems, and other service systems in existing buildings are recorded under object code 6450. Buildings built and alterations performed by the district's own staff are charged to object codes 6100, 6200, 6610, and 6730, as appropriate. Used with governmental funds only.

      Used only with function 4500.

      6730   **Equipment**—Expenditures for initial, additional, and replacement equipment, such as machinery, furniture and fixtures, vehicles, and technology. Also, include the present value amount of capital leases of equipment in the year of acquisition. Periodic payments should be recorded in object codes 6840 and 6850. Used with governmental funds only.

            *6731   **Furniture and Equipment**—Expenditures for furniture, furnishings, athletic equipment and other equipment. (Exclude pupil and nonpupil transportation vehicles and equipment.)

            Used with functions 1000 - 4000.

            *6734   **Vehicles**—Expenditures for pupil and nonpupil transportation vehicles. Examples are automobiles, trucks, buses, station wagons, and vans.

            Used with functions 1000 - 4000.

            *6737   **Technology**—Expenditures for technology. Examples are computers and noninstructional computer software.

            Used with functions 1000 – 4000.

      6740   **Depreciation**—The portion of the cost of a fixed asset that is charged as an expense during a particular period. In accounting for depreciation, the cost of a fixed asset, less any salvage value, is apportioned over the estimated useful life of such an asset, and each period is charged with a portion of such cost. Through this process, the cost of the asset is ultimately charged off as an expense. In accordance with GAAP, recording depreciation is required in proprietary funds only. *Depreciation should not be recorded in the General Fixed Assets Account Group.*

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*Effective 7/1/02

6800 **OTHER OBJECTS**—Amounts paid for goods and services not otherwise classified above.

    6810 **Dues and Fees**—Expenditures or assessments for membership in professional or other organizations.
        Usually used with functions 1000 and 2000.

    6820 **Judgments Against the District**—Expenditures from current funds for all judgments against the district that are not covered by liability insurance, but are of a type that might have been covered by insurance. Only amounts paid as the result of court decisions are recorded here. Judgments against the district resulting from failure to pay bills or debt service are recorded under the appropriate expenditure accounts as though the bills or debt service had been paid when due.
        Used only with function 2310.

    6830 **Interest**—Expenditures for interest on bonds.
        Used only with function 5000.

    6840 **Other Interest**—Expenditures for interest on tax anticipation notes, registered warrants, revolving lines of credit, capital leases, Capital Equity Fund loans, and account balances not paid in full within 30 days.

    6850 **Redemption of Principal**—Outlays from current funds to retire bonds, loans, and capital leases.
        *6851 Bonds
        *6852 Other
        Used only with function 5000.

    6880 **Loss on Sale of Fixed Assets**—Amount by which a sold asset's book value exceeds the amount received. This account is used only with proprietary funds.

    6890 **Miscellaneous Expenditures**—Amounts paid for goods or services not properly classified in one of the object codes included above.
        Used with functions 1000 - 4000.

6900 **OTHER FINANCING USES**—This series of codes is used to classify transactions that are not properly recorded as expenditures of the district but require budgetary or accounting control. These include indirect costs, interfund transfers-out, and payments to bond escrow agents. Used with governmental funds only.

    6910 **Indirect Costs**—An amount approved as a percentage of the total project budget, to be used to pay overhead costs that cannot be easily identified with a specific project. Indirect costs are calculated on total actual expenditures less capital expenditures times the approved indirect cost rate. This object code should be used when monies are transferred to the Indirect Costs Fund from a Federal Projects Fund. The 5200 revenue code should be used to record the transferred monies received in the Indirect Costs Fund. The amounts transferred to the Indirect Costs Fund should be expended during the fiscal year in which the administrative costs were incurred.

    6930 **Interfund Transfers-Out**—Includes all transactions conveying monies from one fund to another without recourse. A list of authorized transfers is provided in section III-F.

    6940 **Payment to Bond Escrow Agent**—Amounts paid to an escrow agent from advance refunding bond proceeds that are to be placed in an irrevocable trust.

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*Effective 7/1/02

Arizona
Department of Education

Office of
The Auditor General

USFR MEMORANDUM NO. 185

TO: School District Administrators; County School Superintendents

FROM: Magdalene D. Haggerty, Office of the Auditor General
Scott W. Thompson, Arizona Department of Education

DATE: December 12, 2001

SUBJECT: Guidance for Coding Expenditures in the Maintenance and Operation, Unrestricted Capital Outlay, and Soft Capital Allocation Funds

The Unrestricted Capital Outlay (UCO) and Soft Capital Allocation (SCA) Funds may only be used as described in Arizona Revised Statutes (A.R.S.) §§15-903(C) and 15-962(D). However, for various reasons, these statutes have not been consistently applied over the years, which has resulted in differences within a district from year to year and among districts regarding how capital expenditures are recorded. The intent of this Memorandum, including the attached Capital Determination Chart, Capital Supplies List, Other Capital List, and Non-Capital List is to promote greater consistency within a district from year to year and among districts by clarifying which expenditures should and should not be recorded in these funds. **The effective date of this memorandum is July 1, 2002.** However, districts may implement early.

When it is determined that an item is capital, it may be purchased from the UCO or SCA Funds or another appropriate special revenue fund, but it cannot be purchased from the Maintenance and Operation (M&O) Fund. Similarly, when it is determined that an item is non-capital, it may be purchased from the M&O Fund or an appropriate special revenue fund, but it cannot be purchased from the UCO or SCA Funds. Essentially, the expenditures appropriate from the M&O Fund and those appropriate from the UCO and SCA Funds are mutually exclusive.

The M&O Fund is the general fund of the district and as such accounts for all financial resources of the district, except those required to be accounted for in other funds. The UCO and SCA Funds were established to account for district expenditures related to capital purposes and certain non-capital expenditures described in statute. The primary difference between the UCO and SCA Funds is that the SCA Fund must be expended first for short-term capital items (not land and buildings) that are required to meet the adequacy standards prescribed in A.R.S. §15-2011 and adopted by the School Facilities Board, with the option of using any remaining funds for administrative soft capital needs once such standards have been met.

The enclosed Capital Determination Chart (Chart) uses a series of questions, the related capital and non-capital lists, and specifically defined terms to determine whether an item may be paid from the UCO or

School District Administrators; County School Superintendents
December 12, 2001
Page 2

SCA Funds. As statute allows certain supply items to be paid from the UCO and SCA Funds, it is necessary to follow the decision steps in the Chart to identify the appropriate fund to use.

The first step in the Capital Determination Chart is to review the Capital Supplies List. All items included in this list must also meet one of the category definitions shown on the list to be paid from the UCO Fund. If an item is not on the list, but meets a category definition, it may also be paid from the UCO Fund. Library books, textbooks, and instructional aids may also be paid from the SCA Fund. If an item is not on the Capital Supplies List and does not meet the definition of a *Construction Material, Library Book, Textbook,* or *Instructional Aid,* the Other Capital List should be reviewed. The Other Capital List includes non-supply items that are appropriately paid from the UCO Fund. Any of these items that meet the requirements of A.R.S. §15-962(D) may also be paid from the SCA Fund.

If the item is not included on the Other Capital List, the Non-Capital List should be reviewed. Items on the Non-Capital List cannot be paid from the UCO Fund unless the item is used as a construction material or instructional aid. Similarly, an item on the Non-Capital List cannot be paid from the SCA Fund unless the item is used as an instructional aid. Therefore, it is important to determine that the item does not meet the definition of *Construction Material* or *Instructional Aid* before using the Non-Capital List.

If an item is not included on any of the lists, it must meet all three capital criteria on the Capital Determination Chart (useful life of at least 1 year, repair vs. replace, and independent unit) to be paid from the UCO or SCA Funds. If an item is considered to have a useful life of at least 1 year, and would likely be repaired rather than replaced if damaged or worn, refer to the definitions of *Independent Unit* and *Component Unit* shown on the Capital Determination Chart to make the final determination.

In addition to the capital determination tools referenced in the preceding paragraphs, a list of example journal entries has been included with this Memorandum for further guidance. The examples include the determining factor for each item as well as guidance on coding beyond the fund level.

If you have any questions or need assistance, please call the Office of the Auditor General, Accounting Services Division at (602) 553-0333, or the Arizona Department of Education, School Finance Operations Unit at (602) 542-5695.

MDH/SWT/lm

Enclosures

CAPITAL DETERMINATION CHART

Is the item on the Capital Supplies List or does it meet the definition of a category on the list? —— Yes ——→ **Capital**

↓ No

Is the item on the Other Capital List? —— Yes ——→ **Capital**

↓ No

Is the item on the Non-Capital List? —— Yes ——→ **Non-Capital**

↓ No

Does the item have a useful life of at least one year? —— No ——→ **Non-Capital**

↓ Yes

Would the item typically be repaired rather than replaced? —— No ——→ **Non-Capital**

↓ Yes

Is the item an "Independent Unit"? —— No ——→ **Non-Capital**

↓ Yes

Capital

DEFINITIONS

Independent Unit—An item that retains its original shape, appearance, and character with use and does not lose its identity through fabrication or incorporation into a different or more complex unit or substance.

Component Unit—A part of an independent unit. Also a part of a fixture or land improvement. Cannot be paid from the UCO or SCA Funds unless specifically listed on one of the capital lists.

Capital Supplies List
(Object Code 66XX)

Construction Materials[1] (6610)	Instructional Aids[2] (6643)
▪ Concrete	▪ Alphabet blocks
▪ Carpet	▪ Auto parts for shop class
▪ Electrical switches	▪ Balls, hockey pucks, shot puts
▪ Electrical outlets	▪ Calculators for students
▪ Insulation	▪ Cassettes[3] and CDs[3]
▪ Joint compound	▪ Drama scripts/plays
▪ Lumber	▪ Globes
▪ Molding	▪ Instructional games
▪ Nails/Screws	▪ Maps
▪ Roofing materials	▪ Math manipulatives
▪ Sheet rock	▪ Musical instruments
▪ Spackling	▪ Readers[3]
▪ Tile	▪ Sheet music
▪ Wiring	▪ Software (Instructional)[3]
Library Books[2] (6641)	▪ Textbooks[3]
Textbooks[2] (6642)	▪ Workbooks[3]

1. These items are only capital if they are Construction Materials (see definitions).
2. See Definitions.
3. If adopted by Governing Board as part of the basic instructional program, code to Object Code 6642—Textbooks.

CATEGORY DEFINITIONS

Construction Materials—Supplies used in original construction or renovation (i.e., the substantial alteration of square footage, floor plan, or purpose of a building or portion of a building) of a building or land improvement.

Library Books—Resource materials maintained in a library or classroom, such as videos, film strips, software, newspapers, magazines, books, and cassettes.

Textbooks—Materials **adopted** by the Governing Board, such as books, software, videos, film strips, kits (i.e., whole kits or materials to create kits), and sheet music that function as the basic instructional program.

Instructional Aids—Items used to supplement a district's educational program including athletics, such as workbooks, films, kits, calculators, and instructional computer software. General supplies of a consumable nature (e.g., lasting less than 1 year), such as pens, pencils, crayons, and clay, are not considered instructional aids and should not be paid from capital funds. Paper used in the mass production of educational materials, such as workbooks, is considered an instructional aid. However, paper used in the day-to-day production of handouts or lesson materials is not an instructional aid.

Other Capital List

Land, Buildings, and Related Improvements

Land

Buildings
- Portables
- Sheds
- Warehouses

Land Improvements
- Bleachers (Outdoor)
- Bridges
- Dugouts
- Fencing
- Goal posts (Permanent)

Land Improvements (Concl'd)
- Landscaping
- Lighting (Outdoor)
- Parking lots
- Playground equipment
- Propane tanks
- Ramadas
- Roads
- Sewers
- Sidewalks
- Sprinkler systems
- Towers

Equipment (Object Code 673X)

Athletic Equipment
- Bats
- Blocking sleds
- Dummies
- Exercise machines
- Goal posts (Movable)
- Helmets/Pads
- Hurdles
- Mats
- Nets (Tennis/Volleyball)
- Rackets
- Weights

Component Units
- A/C compressors
- Automotive engines

Fixtures
- HVAC units
- Bleachers (Indoor)
- Ceiling fans
- Chalkboards
- Drinking fountains
- Hot water heaters
- Light fixtures
- Sinks
- Speakers (Built-in)
- Toilets
- Wall mirrors
- Whiteboards

Furniture/Furnishings
- Bookcases
- Chairs
- Desks
- Filing cabinets
- Large area rugs
- Tables

Other Equipment
- Auto diagnostic machines
- Bar code scanners
- Battery chargers
- Cameras (Non-disposable)
- Cash registers
- Camcorders
- Chalk line dispensers
- Copiers
- Computer CPUs
- Computer monitors
- Dishwashers
- Dryers
- Fax machines
- Floor jacks
- Key cutters
- Kilns
- Laminators
- Lawnmowers
- Laser disk players

Other Equipment (Concl'd)
- Leaf blowers
- Microwaves
- Ovens
- Overhead projectors
- Paint sprayers
- Power tools
- Printers
- Refrigerators
- Satellite dishes
- Scanners
- Sewing machines
- Software (Non-instructional)
- Telephones
- Typewriters
- TVs
- Vacuums
- VCRs
- Washers
- Welders

Vehicles (Pupil and Non)
- Busses
- Cars
- Trucks
- Vans

Other Capital Projects

- Asbestos removal
- Recarpeting
- Removal of a capital asset
- Repaving a parking lot
- Reroofing an entire building

Non-Capital List
(Object Code 6610)

Automotive parts
- Alternators[4]
- Antifreeze
- Batteries
- Bulbs
- Carburetors[4]
- Fan belts
- Filters
- Fuel pumps[4]
- Fuses
- Oil
- Spark plugs
- Timing belts[4]
- Tires[4]
- Transmission fluid
- Transmissions[4]

Athletic supplies
- Tape
- Whistles
- Wraps

Office supplies
- Binders
- File folders
- Ink cartridges
- Labels
- Markers
- Organizers
- Pencils
- Pens
- Paper
- Paperclips
- Scissors

Office supplies (Concl'd)
- Staples
- Tape
- Toner

Janitorial/Maintenance
- Brooms
- Buckets
- Cleaning solutions
- Cords/Cables
- Drill bits
- Light bulbs
- Locks[4]
- Miter boxes
- Mops
- Paint[4]
- Paper products
- Plumbing parts[4]
- Soap
- Toilet seats
- Towels

Food service supplies
- Aprons
- Bowls
- Cups
- Detergent
- Food trays
- Paper products
- Plates
- Pots and pans[4]
- Utensils

Miscellaneous supplies
- Flags

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4. Code to Capital if item meets the definition of a "Construction Material" or an "Instructional Aid."

CODING EXAMPLES

The following examples apply the coding guidance outlined in the Memorandum and provide guidance on coding beyond the fund level. The following items/services may also be purchased from a special revenue fund, when appropriate.

1. The District repaved its parking lot. **Determining Factor: Repaving a parking lot is included on the Other Capital List as an Other Capital Project.** (However, patching or resealing a parking lot is considered a repair and would not meet the capital criteria.)

   If district purchased the service: 610-100-4000-6450   Construction Services

   If performed by district personnel: 610-100-4000-6150   Classified Salaries
   610-100-4000-6610   General Supplies

2. The District repainted a building. **Determining factor: Paint is included on the Non-Capital List as a Janitorial/Maintenance supply.**

   If district purchased the service: 001-100-2620-6430   Repair and Maintenance Services

   If performed by district personnel: 001-100-2620-6150   Classified Salaries
   001-100-2620-6610   General Supplies

Note: The following examples assume the District purchased the services described. If District personnel perform the services instead, entries similar to those described in examples 1 and 2 above would be made.

3. The District replaced the transmission in a food service vehicle. **Determining factor: Transmissions are included on the Non-Capital List as automotive parts.**

   001-100-2650-6430   Repair and Maintenance Services

4. The District purchased a couch for the nurse's office. **Determining factors: Couches are not on the Capital or Non-Capital Lists. However, it meets the three capital determination criteria.**

   610-100-2130-6730   Equipment

5. The District replaced a section of roof on the gymnasium that was damaged during a storm. **Determining factor: Roofing materials do not meet the definition of construction materials if they are used for repairs.** (Reroofing an entire building would be capital. See Other Capital List, Other Capital Projects.)

   001-100-2620-6430   Repair and Maintenance Services

CODING EXAMPLES

6. The District purchased a high-speed binding machine to be used in the print shop. **Determining factors: This item is not included on the Capital or Non-Capital Lists. However, it meets the three capital determination criteria.**

   610-100-2540-6730   Equipment

7. The District prints 2,500 workbooks at the beginning of the school year to be used in the classroom. **Determining factor: This meets the definition of instructional aids.**

   625- or 610-100-1000-6643   Instructional Aids

8. The District replaced doors at its high school. **Determining factors: Doors are not included on the Capital or Non-Capital Lists. Additionally, they do not meet all three capital determination criteria.**

   001-100-2620-6430   Repair and Maintenance Services

9. The District replaced carpeting in eight classrooms that had been damaged from flooding. **Determining factor: Recarpeting is listed on the Other Capital List as an Other Capital Project.**

   610-100-2620-6450   Construction Services

10. The District is converting a classroom into a computer lab. In addition to the furniture and computer equipment purchases, the district is hiring a company to perform the necessary modifications to the room to allow for LAN and Internet access. **Determining factor: These modifications meet the definition of construction materials used in a renovation of a portion of a building.**

    625- or 610-100-1000-6730   Equipment
    610-100-4000-6450   Construction Services

11. The District replaces an air conditioning unit. **Determining factor: HVAC units are on the Other Capital List as Fixtures.**

    610-100-2620-6730   Equipment

12. The District paid ABC Company to install a foam surface under existing playground equipment. **Determining factor: This meets the definition of construction materials used in the original construction of a land improvement.**

    610-100-4000-6450   Construction Services

Electronic Enrollment
Reporting

CAREER AND
TECHNICAL EDUCATION
Course and Program
Enrollment Reporting

FY2005 –2006

By JET WILSON
July -2005

WHAT IS THE PURPOSE OF ENROLLMENT REPORTING?

- 40th/100th Day Course Enrollment is used to determine State, Block Grant and Priority Enrollment funding ($11^{th}/12^{th}$ graders) for approved courses
- Program Enrollment is used to determine which programs are expected to be submitted for Concentrator and Placement reports
- Program Enrollment is used to calculate Nontraditional Participation-for Performance Measures 4.1 & 4.2

WHAT IS THE PURPOSE OF ENROLLMENT REPORTING?

- Program Enrollment is used to compile the Consolidated Annual Report (CAR) submitted to the federal government
- Program Enrollment is submitted to the state legislators to report the number of students served by Career and Technical Education
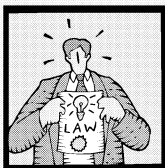
Enrollment Reporting Tools

- The Handbook - "Secondary CTE Resource Handbook April 2005" is the **Primary Resource Document** needed to complete **ALL** Enrollment reporting-
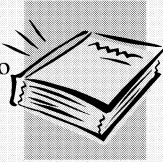
  The Handbook is always available online: add to favorites

  http://www.ade.az.gov/cte/careerpathways/Handbook.asp

Enrollment Reporting Tools

- Program Profile Table- * **online** report that lists Active (NOI Approval) and Non-Active Programs
- Login
- Click on Administrative then on Program Profile
- Choose your school name or CTDS number

  add to favorites

* http://www.ade.az.gov/PerfMeasures/splash.asp

Enrollment Reporting Tools

CIP codes and Current Program Lists are published in The Handbook - "Secondary Career and Technical Education Resource Handbook - April 2005"

Or Online at the following address: add to favorites

http://www.ade.az.gov/cte/careerpathways/Handbook.asp

Enrollment Reporting Tools

Career and Technical Education

2005-2006 Calendar for Course and Program Enrollment -

ALL your submission due dates are noted on this calendar
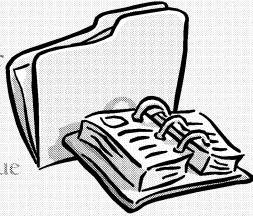
Enrollment Reporting

Course Enrollment Reports:

- 40th Day Course Enrollment Reports-Term 1 (original and verification-VOCI 11-1 and VOCI 11-2, if errors)
- 100th Day Course Enrollment Reports-Term 2 (original and verification-VOCI 11-1 and VOCI 11-2, if errors)
- 40th Day and 100th Day Course Enrollment Master Print Report (VOCI-21)

other Labeled Reports-
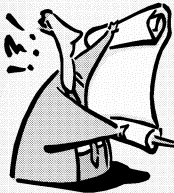
Labeled Reports

40th and 100th Day Course Enrollment -

- ✓ Match Active Programs with Course Enrollment
- ✓ Missing/Invalid AIMS Birth Dates
- Improper Teacher Certification (VOCI-17)

✓Match Active Programs with Course Enrollment
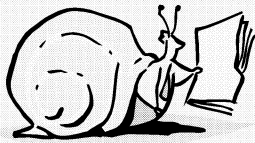
- Match Active Programs With Course Enrollment 200X
- **CTD   123456   SAMPLE UNION HIGH SCHOOL DISTRICT**
- CTDS   123456001   SAMPLE HIGH SCHOOL
- **Program   Program Title   NOI Date   ActiveChk   Error Description**
- 510800   Allied Health Servic 1/1/1995   Y   Existing (before 2005) Active Program Missing CE
- 470600   Automotive Tech   No Profile   Not-Active   Program having CE
- 120400   Cosmetology   4/1/2002   Y   Existing (before 2005) Active Program Missing CE
- 151300   Drafting/Design Tech Sunset   Not-Active   Program having CE
- 131200   Early Childhood Prof No Profile   Not-Active   Program having CE
- 430200   Firefighting Science 4/1/2003   Y   Existing (before 2005) Active Program Missing CE
- 100300   Graphic Commun   No Profile   Not-Active   Program having CE
- 430100   Law, Pub Safety, Sec 4/1/2003   Y   Existing (before 2005) Active Program Missing CE

✓Missing/Invalid AIMS Birth Dates

- High School AIMS Records Missing Valid Student Birthdate
- **CTD   123456   SAMPLE UNIFIED DISTRICT**
- CTDS   123456201   SAMPLE HIGH SCHOOL
- **Fiscal Yr   StudentName   Subject   SaisID   Month   Day   Year   Comment**
- 2000   ARREOLA, FREDDIE   WRIT   MissingValue
- 2000   REED, DANIELLE E   READ   9   28   38   YearError
- 2000   REYES, ANDREA K   READ   3   84   MissingValue
- 2001   GALLEHER, DAVID R   WRIT   14   85   MissingValue
- 2001   NO NAME, WILLIAM   WRIT   9   83   MissingValue
- 2001   TILSON, BLAKE S   MATH   7   9   7   YearError
- 2002   AMOS, NICOLE M   MATH   5   0   84   Invalid Date
- 2002   AMOS, NICOLE M   READ   5   0   84   Invalid

Improper Teacher Certification VOCI-17

- COUNTY: ARIZONA DEPARTMENT OF EDUCATION   VOCI 17
- TYPE: CAREER AND TECHNICAL EDUCATION   REPORT DATE: 03/11/XX
- DISTRICT: REPORT PAGE: 1
- SCHOOL: IMPROPER TEACHER CERTIFICATION   SCHOOL PAGE: 1
- SECONDARY 100TH DAY – 200X-200X
-                     F T
- TEACHER   E R CRSE
- NUMBER   TEACHER NAME   R M CODE   CRSE CODE TITLE   CERTIFICATION   ENDORSEMENT   APPROVAL

- ******** CLOW   PE 3 1 99040010 Business Mgmt Tech   SEC   LEN
- ******** CLOW   PE 4 1 99040010 Business Mgmt Tech   SEC   LEN
- ******** CLOW   PE 1 1 99040010 Business Mgmt Tech   SEC   LEN
- ******** CLOW   PE 1 2 99040010 Business Mgmt Tech   SEC   LEN
- ******** CLOW   PE 4 2 99040010 Business Mgmt Tech   SEC   LEN
- ******** CLOW   PE 1 2 99040010 Business Mgmt Tech   SEC   LEN

- *** TEACHER LACKS REQUIREMENTS *** CRSE CODE REQUIREMENTS-BVT OR SVT OR PVT OR AVT   AND VDE OR VME OR VOE
-                     OR BUS OR VBS
-                     PVB OR SVB OR PVM OR SVM
-                     PVBM OR SVBM
-                     PCTBM OR SCTBM

- ******** BELL   WR 5 1 49850015 Prec Metal Work DCE   SSC   SVT   ITT ITT   ◄——— Teacher Has
- *** TEACHER LACKS REQUIREMENTS *** CRSE CODE REQUIREMENTS-BVT OR SVT OR PVT   AND CEN   AND VAG OR VBS OR VDE
-                     OR VFC OR VHE OR VHO
-                     OR VME OR VOE OR VRO
-                     OR VIT OR VTI OR VTT
-                     OR AGE OR BUS OR ITT
-                     OR HEC

-                     SVT OR SVA OR SVB OR PVF AND CEN PVH OR PVM OR PVI OR PVA AND CEN
-                     PVB OR SVF OR SVH OR SVM AND CEN
-                     PVBM OR SVBM OR PCTA   AND CEN
-                     SCTA OR PCTF OR SCTF   AND CEN
-                     PCTI OR SCTI OR PCTHC   AND CEN
-                     SCTHC OR PCTBM OR SCTBM   AND CEN   ◄——— Teacher Needs

ENROLLMENT REPORTING

✓ Teacher Certification-
   Articulated Course

you must use ACTUAL
TEACHER CERTIFICATION
NUMBERS for ALL postsecondary
teachers - THEY WILL BE
VERIFIED

- 2's and 9's are NO LONGER
  ACCEPTED for articulated course
  teacher certification numbers
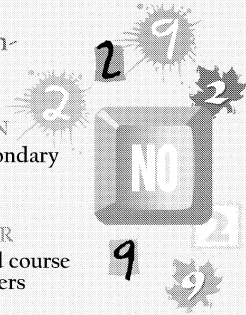
Enrollment Reporting

Program Enrollment -End of Year
   Reports:

- Program Enrollment Reports -
  Unduplicated Count
  (original and verification-
  VOCI -25)

- Program Enrollment Master
  Print Report-
  (VOCI -26)
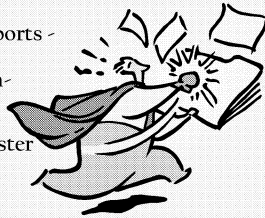
other Labeled Reports-

Labeled Reports

Program Enrollment -

✓ Level III Course Enrollment
  w/o Supporting Program
  Enrollment
✓ Program Enrollment w/o
  Supporting Level III Course
  Enrollment
✓ Program Profile-Coherent
  Sequence-100th Day Course
  Enrollment Alignment
  Report

All are reference reports
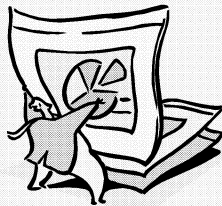
✓Level III Course Enrollment w/o
Supporting Program Enrollment

Level III Course enrollment w/o supporting Program enrollment

CTDS	DistrictName	SchoolName	ProgramCIP	ProgramTitle
123456	SAMPLE UNIFIED DISTRICT	SAMPLE HIGH SCHOOL	480500	Precision Metal Work
123456001	SAMPLE UNIFIED DISTRICT	SAMPLE HIGH SCHOOL	100200	Radio/Television Tch

---

✓Program Enrollment w/o Supporting
Level III Course Enrollment

Program enrollment w/o supporting level III Course

CTDS	DistrictName	SchoolName	ProgramCIP	ProgramTitl
123456001	SAMPLE UNIFIED DISTRICT	SAMPLE HIGH SCHOOL	010300	Ag Bus Mg Agriscienc
123456001	SAMPLE UNIFIED DISTRICT	SAMPLE HIGH SCHOOL	120500	Culinary Arts
123456001	SAMPLE UNIFIED DISTRICT	SAMPLE HIGH SCHOO	521800	Mkt, Mgt, Entrepren

---

✓Program Profile-Coherent Sequence-100th
Day Course Enrollment Alignment

Program Profile - Coherent Sequence - Course Enrollment
100th Day Alignment Report

CTD 123456 *SAMPLE UNION HIGH SCH DIST*
CTDS 123456001 *SAMPLE HIGH SCHOOL*

Program	Program Title	NOI	Coheren Sequenc	CE 40th	CE 100th	Non-CoopL3	Coop Lvl 3	Coop-Only	Reports NOI-BG-	PE EOY
520400	Admin Info Services	07/01/2000	4	5	5	8	2		Aligned	122
010300	Ag Bus Mg	07/01/2000	8	10	10	18	2		Aligned	117
510800	Allied Health Servic	04/01/2003	2	4	4	8	0		Aligned	53
151200	Business Inform Tech	04/01/2003	3	3	3	6	0		Aligned	37
460400	Construction	07/01/2000	Not in BG						Not Aligned	
120500	Culinary Arts	07/01/2000	3	1	1	0	2	Error	Not Aligned	62
151300	Drafting/Design	07/01/2000	3	3	3	6	0		Aligned	21
131200	Early Childhood Prof	07/01/2000	3	4	4	6	2		Aligned	50
131500	Education	04/01/2004	1	1	1	2	0		Aligned	16
480700	Woodworking	Not Active	2	1	1	2	0		NotAligned	4

Enrollment Reporting

40th Day and 100th Day Course Enrollment
and Program Enrollment MUST BE
SUBMITTED ELECTRONICALLY

Districts may select ONE of the following
methods:

✓ NEW! CTE Online System-
  Now retains data submitted online
- Email attachment (text format)*
- Disk or CD (text format)*
  - add to favorites for text files

*http://www.ade.az.gov/misinternet/filelayout/vocicour.asp

Enrollment Reporting

**For the Data Reporting Workshop you will need to
type in the following address:**

http://training.ade.az.gov/perfmeasures

Enrollment Reporting

CTE ONLINE SYSTEM*
- Click on Login
  enter your UserID and
  password

- Click Login
  - add to favorites

* http://www.ade.az.gov/PerfMeasures/splash.asp
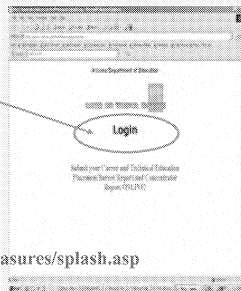
Enrollment Reporting

CTE ONLINE SYSTEM
- Click on Enrollment

- Select one:
Course-40th Day
Course-100th Day
Program
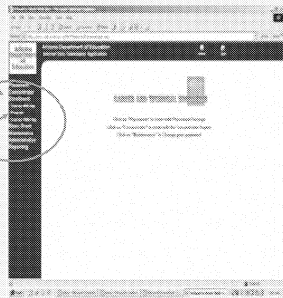
Enrollment Reporting

CTE ONLINE SYSTEM
- Select your school
Or CTDS number

- Click on GO
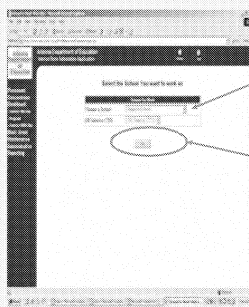
Enrollment Reporting

CTE ONLINE SYSTEM
- Click on 2006 Enrollment
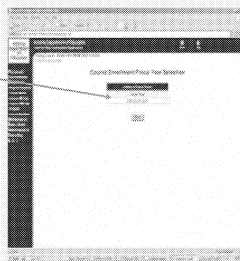
Enrollment Reporting
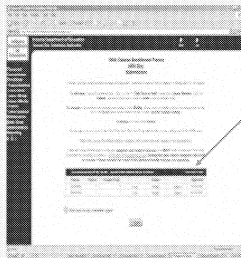
CTE ONLINE SYSTEM
- Click on the blinking + Click here to Add

Enrollment Reporting

CTE ONLINE SYSTEM
- Choose a Course Description or preferably a Course Number

- Click on Submit
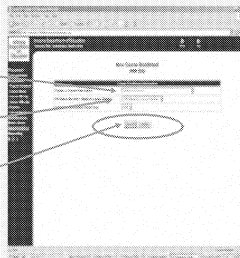
Enrollment Reporting
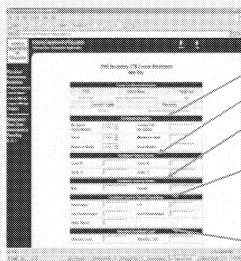
CTE ONLINE SYSTEM
Begin entering data:
- Enrollment Information
- Enrollment count by grade
- Enrollment count by gender
- Enrollment count for Special Populations- (see BG-IVEP is needed)
- Articulated Enrollment Count

Enrollment Reporting

CTE ONLINE SYSTEM
- Click on Submit

If there are ANY errors, the system will give you an error message - correct your errors and
- Click on Submit, again
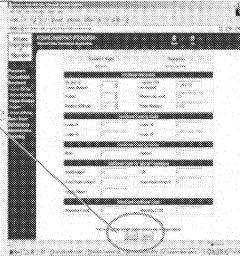
Enrollment Reporting
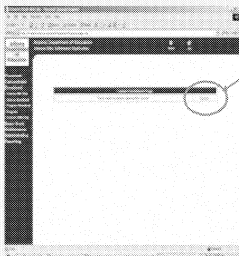
CTE ONLINE SYSTEM
- Click on Finish

Enrollment Reporting

CTE ONLINE SYSTEM

You will be able to
View, Modify or Delete
most records
- ✓ You cannot Modify a Course Number - you need to Delete and Add

Click here to get a detailed report-(if available)
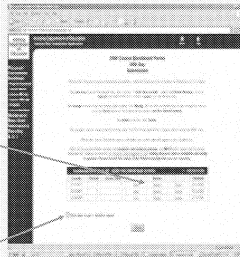
Enrollment Reporting

CTE ONLINE SYSTEM

✓ DELETING RECORDS

with the new system, once you DELETE a record, it is GONE -

If you DELETE a record, by mistake, you will need to ADD the record, again

---
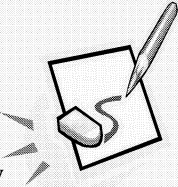
Enrollment Reporting

When data has been submitted using the CTE Online system, you MUST send an email notification, stating the data submitted is complete and ready to be processed and include your school/dist name, to the following address:

STWDataCollection@ade.az.gov
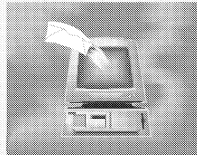
Enrollment Reporting

- CTE cannot process your online data submissions until email notification is received

- Do not make changes or corrections, to data submitted, until verification is received from CTE
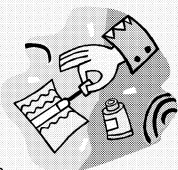
Enrollment Reporting

Email attachment, CD or Disk

(text file)

Submission

This format is located at the following address:

add to favorites (text file)

http://www.ade.az.gov/misinternet/filelayout/vocicour.asp

VERIFICATION
VERIFICATION
VERIFICATION
!!!!!!!!!!!!!!

VERIFICATION!

- 40TH DAY
- 100TH DAY
- PROGRAM ENROLLMENT
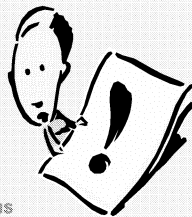
YOU MUST VERIFY, SUBMIT CORRECTIONS ELECTRONICALLY (IF NEEDED) AND SIGN **EACH SCHOOL'S REPORT SIGNATURE PAGE AND MAIL THEM TO CTE:**
ARIZONA DEPARTMENT OF EDUCATION
1535 W JEFFERSON ST BIN #36
PHOENIX AZ 85007

YOU MAY FAX **A COPY IN ORDER TO MEET A SUBMISSION DEADLINE...** YOU STILL NEED TO MAIL YOUR ORIGINAL SIGNATURE PAGE/S
FAX 602-542-5832

✓TIMELY SUBMISSIONS
(VERIFICATION)

- Districts with no corrections or changes, may send an email to: STWDataCollection@ade.az.gov stating they have no corrections or changes, and fax and/or mail their signature page/s to ensure meeting the submission deadline
- Districts with corrections or changes, may fax and/or mail their signature page/s, ONLY after corrected data has been submitted electronically and email notification has been sent to CTE
- Please fax and mail only signature page/s, not entire report/s

FAX 602-542-5832
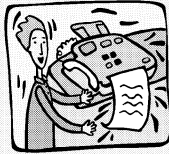
VERIFICATION AND SIGNATURES

- Your Verification Signature signifies that you have NO CORRECTIONS or you have electronically submitted corrections needed

- DO NOT fax or mail signature pages until you have electronically submitted necessary corrections or you do not have corrections to make
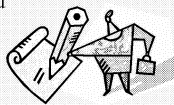
✓5 Key Codes to Remember!!
(Text File Submission-only)

When entering or correcting your Text File Enrollment data, it is VERY IMPORTANT to remember these 5 Key Codes:

- CTDS
- Course Code
- Teacher Certification Number
- Term
- Period

✓Course Enrollment – 5 Key Codes
(Text File Submission-only)

Report Name: VOCI 11-1   Arizona Department of Education   Report Date: XX/XX/XX
XXXth Day CTE Vocational Enrollment Verification Report
CTD: 122356   SCH: 001   School Year 20XX – 20XX

Key Code: CTDS Number
County, Type, District and School Number

KEY CODE: Term
Term 1 identifies 40th day
(term 2 identifies 100th day)

KEY CODE: PERIOD
When Class is taught

KEY CODE: TEACHERS CERTIFICATION NUMBER

A 51.1600.10   1   3   123456789
Nursing Related Svc

KEY CODE: CIP
Classification of Instructional Programs

Errors to Avoid

● Duplicate Transaction-(text file only)

The same 5 KEY CODES have already been recorded on the Course Enrollment Master Print file
Either
(a) Combine your data or
(b) Add a new Course Code, using the 8th (last) digit as an identifier (you can only change the eighth digit)-
    51.1600.10   51.1600.11   51.1600.12

Errors to Avoid

● Record already exists in the enrollment file

The entire record is identical to a record already in the Course Enrollment Master Print Report file (VOCI 21)

No action is required unless the record is incorrect

7-14

Errors to Avoid

- Teacher Certification number not on file

Double-check the certification number is correct

either

Re-submit correct data

or

Fax a copy of the certificate to CTE - 602-542-5832 for verification
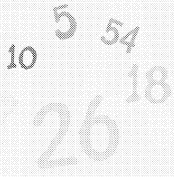
---

Errors to Avoid

✓Teacher Certification-Articulated Course

you must use ACTUAL TEACHER CERTIFICATION NUMBERS for ALL postsecondary teachers - CERTIFICATION NUMBERS WILL BE VERIFIED

- 2's and 9's are NO LONGER ACCEPTED for articulated course teacher certification numbers

---
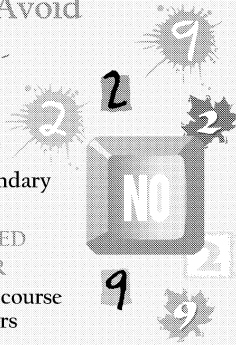
Errors to Avoid

- Number of minutes reported for course is incorrect

Report the actual minutes of classroom time the course is taught - even if the class meets less than 225 minutes per week

Errors to Avoid

- Co-op Course
  Must be part of the coherent sequence of program courses
  - Cannot "stand-alone" as the only course offered
  - Students must have taken a previous Level III Course

52.0400.80
plus 52.0400.10
or 52.0400.20

Errors to Avoid

- Number of Weeks is Less than 6 or Greater than 20

Verify the number of weeks the course is taught in one semester - usually 18
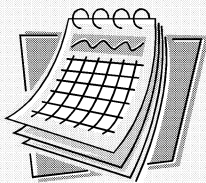
Teacher Certification

Certification requirements for each level of Career and Technical Education programs are located in "The Handbook" on the last page of each coherent sequence program description

Career and Technical Education certification questions are referred to the ADE Certification Unit:

602-542-4367

- Your district will receive an error report- Improper Teacher Certification Report (VOCI 17) for improperly certified teachers

Teacher Certification
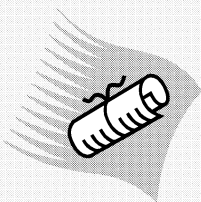
Teachers MUST be certified to teach their appropriate course by February 28

Program Enrollment
(Unduplicated Count)

Program Enrollment
(Unduplicated Count)

- Program Enrollment Report (VOCI-25)
- Program Enrollment Master Print Report (VOCI-26)

These are the End-of-Year unduplicated student count reports

All students who are enrolled in at least ONE Career and Technical Education course during the year should be included on these reports

Program Enrollment
(Unduplicated Count)

- Students need to be reported in the primary program area they are enrolled in:
  LEVEL III
      LEVEL II
          LEVEL I
- Each Student should only be counted ONE time
- Report any qualified student in a nontraditional program

Program Enrollment
(Unduplicated Count)

CTE ONLINE SYSTEM*
- Click on Program

add to favorites

* http://www.ade.az.gov/PerfMeasures/splash.asp
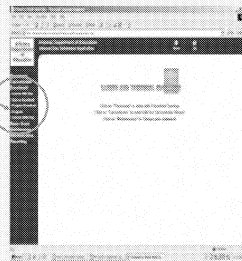
Program Enrollment
(Unduplicated Count)

CTE ONLINE SYSTEM
- Choose your school or select the CTDS number

- Click on GO
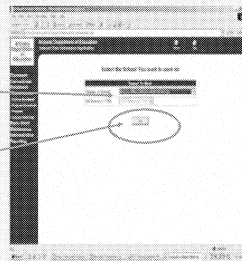
Program Enrollment
(Unduplicated Count)
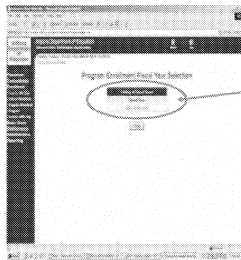
CTE ONLINE SYSTEM
- Click on
  2006 Enrollment

Program Enrollment
(Unduplicated Count)

CTE ONLINE SYSTEM
- Click on the blinking
  + Click here to Add
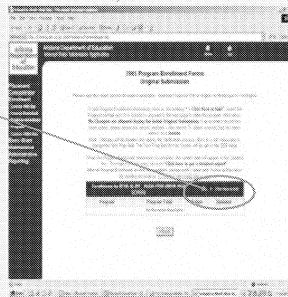
Program Enrollment
(Unduplicated Count)
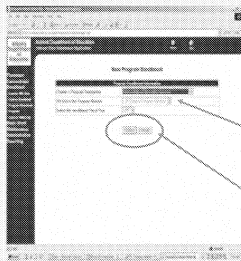
CTE ONLINE SYSTEM
- Choose a
  Program Description or
  preferably a Program
  Number

- Click on Submit

Program Enrollment
(Unduplicated Count)

CTE ONLINE SYSTEM

Begin entering data:
- Enrollment Count by Grade
- Enrollment Count by Gender
- Enrollment Count by Ethnic Group and Gender
- Enrollment Count by Special Populations and Gender (see BG-IVEP is needed)

Program Enrollment
(Unduplicated Count)

CTE ONLINE SYSTEM
- Click on Submit

If there are ANY errors, you will receive an error message- correct the error

- Click on Submit, again

Program Enrollment
(Unduplicated Count)
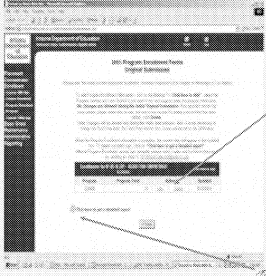
CTE ONLINE SYSTEM
- Click on Finish

Program Enrollment
(Unduplicated Count)

CTE ONLINE SYSTEM

You will be able to View , Modify or Delete most records

You cannot Modify a Program Number - you need to Delete and Add
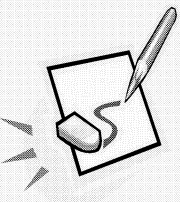
Click here to get a detailed report

Enrollment Reporting

CTE Online System

✓ DELETING RECORDS

with the new system, once you DELETE a record, it is GONE -

If you DELETE a record, by mistake, you will need to ADD the record, again
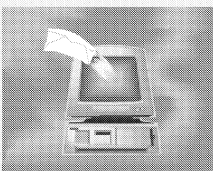
Program Enrollment
(Unduplicated Count)

When data has been submitted using the CTE Online system, you MUST send an email notification stating the data submitted is complete and ready to be processed and include your school/dist name, to the following address:

STWDataCollection@ade.az.gov

Enrollment Reporting

- CTE cannot process your online data submissions until email notification is received

- Do not make changes or corrections, to data submitted, until verification is received from CTE
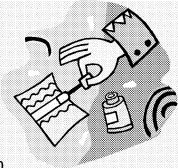
Program Enrollment
(Unduplicated Count)

Email attachment, CD or Disk
(text file)
Submission

This format is located at the following address:
add to favorites (text file)

http://www.ade.az.gov/misinternet/filelayout/vocipgm.asp

VERIFICATION
VERIFICATION
VERIFICATION
!!!!!!!!!!!!!!!

VERIFICATION!

- 40TH DAY
- 100TH DAY
- PROGRAM ENROLLMENT

YOU MUST VERIFY, SUBMIT CORRECTIONS ELECTRONICALLY (IF NEEDED) AND SIGN EACH SCHOOL'S REPORT SIGNATURE PAGE AND MAIL THEM TO CTE:

**ARIZONA DEPARTMENT OF EDUCATION
1535 W JEFFERSON ST BIN #36
PHOENIX AZ 85007**

YOU MAY FAX A COPY IN ORDER TO MEET A SUBMISSION DEADLINE...YOU STILL NEED TO MAIL YOUR ORIGINAL SIGNATURE PAGE/S

FAX 602-542-5832

VERIFICATION AND SIGNATURES

- Your Verification Signature signifies that you have NO CORRECTIONS or you have electronically submitted corrections needed
- DO NOT fax or mail signature pages until you have electronically submitted necessary corrections or you do not have corrections to make

---

Errors to Avoid
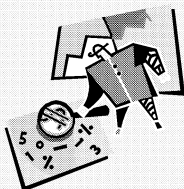
- Duplicate Transaction

The program code (six digits) has already been submitted -
Review and/or Combine your data to one entry

Errors to Avoid
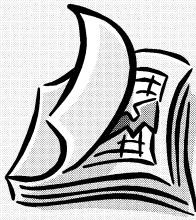
- Program CIP Code Invalid

Verify the Program CIP Code
number listed in-
The Handbook -
"Secondary Career and Technical
Education Resource Handbook
April 2005" - or online at:
add to favorites

http://www.ade.az.gov/cte/careerpathways/Handbook.asp

Errors to Avoid

- Female special pop count > Female sex count   OR
- Male special pop count > Male sex count

- Verify the Enrollment in the Special Pops group is not greater than the Enrollment by sex – for either gender

---

Errors to Avoid

Before you submit your Program Enrollment (unduplicated count) data to CTE -

Course Enrollment

Program Enrollment

- Verify ALL Programs are reported as submitted for 40th Day and 100th Day Course Enrollment on the Master Print Report (VOCI 21)

Things to Remember

- **BE SURE ALL DATA SUBMITTED CAN BE VERIFIED BY A PUBLISHED DISTRICT COURSE SCHEDULE**

Things to Remember

40th Day Course Enrollment and
40th Day Course Enrollment
  Verification
100th Day Course Enrollment and
100th Day Course Enrollment
  Verification
- VOCI 11-1 and VOCI 11-2, if errors
- VOCI 21, Course Enrollment Master Print Report
- VOCI 17, Improper Teacher Certification Report

Things to Remember

Program Enrollment
(Unduplicated Count) and
Program Enrollment
(Unduplicated Count)
  Verification
- VOCI 25
- VOCI 26, Program Enrollment Master Print
  Submit *CONCENTRATOR AND PLACEMENT reports by July 1, 2006
* See this section in the Online Technical Assistance Handbook

VERIFICATION
VERIFICATION
VERIFICATION
!!!!!!!!!!!!
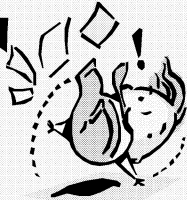
Who do I call if I have a
Program question?

Your STATE SUPERVISOR -

Agriculture	Dennis Fiscus	(602) 542-5356
Business	Janet Gandy	(602) 542-5046
Education	Jan Brite	(602) 542-4365
FACS	Lila Kleinkopf	(602) 542-5487
Health /	Janice Bilan	(602) 542-3374
Community Service		
Marketing/BITS	Shea Padilla	(602) 542-5049
Industrial Tech	Joe Epperson	(602) 542-5423
Certification Unit		(602) 542-4367

Need Assistance ?
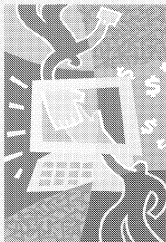
- Jet Wilson
  602-542-5486
- Della Hofer
  602-542-5711
- Steve Saline
  602-542-5566
- Donna Kerwin
  602-542-7881

Questions ?

THANK YOU FOR ATTENDING

HAVE
FUN
REPORTING !

Certification Types

BVT	Basic Vocational
PCTA	**Provisional Career and Technical Education Agriculture**
PCTBM	**Provisional Career and Technical Education Business and Marketing**
PCTF	**Provisional Career and Technical Education Family Consumer Sciences**
PCTHC	**Provisional Career and Technical Education Health Careers**
PCTI	**Provisional Career and Technical Education Industrial Technology**
PVA	Provisional Vocational Agriculture
PVB	Provisional Vocational Business
PVBM	Provisional Vocational Business and Marketing
PVF	Provisional Vocational Family Consumer Sciences
PVH	Provisional Vocational Health Occupations
PVI	Provisional Vocational Industrial Technology
PVM	Provisional Vocational Marketing
PVT	Provisional Vocational Education
SCTA	**Standard Career and Technical Education Agriculture**
SCTBM	**Standard Career and Technical Education Business and Marketing**
SCTF	**Standard Career and Technical Education Family Consumer Sciences**
SCTHC	**Standard Career and Technical Education Health Careers**
SCTI	**Standard Career and Technical Education Industrial Technology**
SVA	Standard Vocational Agriculture
SVB	Standard Vocational Business
SVBM	Standard Vocational Business and Marketing
SVF	Standard Vocational Family Consumer Sciences
SVH	Standard Vocational Health Occupations
SVI	Standard Vocational Industrial Technology
SVM	Standard Vocational Marketing
SVT	Standard Vocational Education

Please refer to the Coherent Sequence and Certification section in "The Handbook – Secondary Career and Technical Education April 2005 " for the detail information on all CTE program certification requirements.

Correcting Course Enrollment Reports

KEY CODES – School, Term, Course Code, Teacher Certification Number, and Period

Transaction Codes:
A – ADD a record that is not already listed on the VOCI 21 Master Print
C – CHANGE a record that is listed on the VOCI 21 Master Print and does not affect any of the KEY codes.
D – DELETE a record that is listed on the VOCI 21 Master Print

1. Course code Invalid – Verify that the Course code correct. The list can be found on page 59 in "The Handbook Secondary Career and Technical Education Resource Handbook April 2004"

2. Duplicate Transaction - The same "five key codes" have already been entered on the master file (VOCI 21 Master Print). Verify if you can combine/condense the data lines together or Add a new Course Code by using the 8th (last) digit as the identifier

3. Grade Count Column does not equal total, Male / Female count: The sum of (grades 9-12) and the sum of (male + female enrollment are not equal) – Verify that the students reported in the Male/Female count equal the Total count and the students reported in the grades 9-12 equal the Total count.
   see example

```
                                          SPECIAL NEEDS
              COURSES IN
                     TECH                                                                    ANOTHER SCH.
   COURSE NO:TM:PER: WKS:PREP: CERT NO : CERT :          ECON    ACAD
   ------------------:----:----:-----------------:       DIS     DIS      :      ENROLLMENT COUNTS              :
   COURSE CODE TITLE: MIN:ROOM: TEACHER'S NAME :HNDCP: LEP  : ADV : ADV :  SP :  M  :  F  :  09 : 10 : 11 : 12 :TOTAL: CNT:  CTDS
   *********************************************************************************************************************************
   10.0300.10: 1: 1 : 18 : N  :600541301:   Y :      :      :     :     :     :     :     :    :    :    :    :     :
   ------------------:----:----:-----------------:      :      : 5:    4:     :  9:    7:  3:  7:  5:  1:  16 :     :
   Graphic Comm Core:0250:0ART:SMITH             :      :      :    :     :     :     :     :    :    :    :    :     :
   =============================================================================================================================
```

4. Minutes missing or invalid – Verify that the actual amount of classroom time the course is taught, even if the course meets less than 225 minutes per week.

5. Not on Certification file – Double check to make sure the number was entered correctly.

6. Number of minutes reported for course is incorrect – Verify the actual amount of classroom time the course is taught, even if the course meets less than 225 minutes per week.

7. Number of weeks is less than 6 or greater than 20 – Verify the number of weeks that this course is taught in the semester – usually 18.
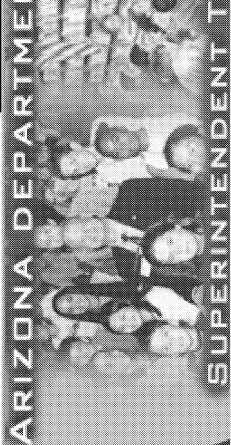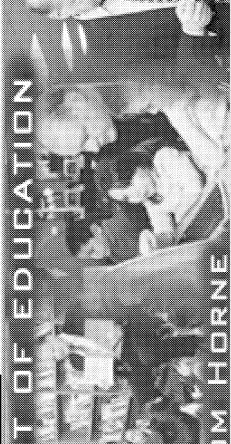
8. <u>Period is missing or invalid</u> – Verify the actual period this course is taught – needs to be numeric number.

9. <u>Record Already Exist in the enrollment file</u> – The record listed on the error report is identical to the one listed on the VOCI 21 Master Print. To correct you will need to determine the following:

> **Is the record on the VOCI 11-2 report already listed on the VOCI 21 Master Print** - If the record that is listed on the VOCI 21 Master Print is correct, you do not need to do any thing.
> Or
> **Is the instructor teaching a different level of this course in the same period** – If the instructor is teaching a different level of this course to different students in the same period, you will need to separate the different levels being taught during that period. Refer to the Coherent Sequence and Certification section in "The Handbook – Secondary Career and Technical Education Resource Handbook April 2004"

> a) Then determine which record needs to be changed.
> b) If the record listed on the error report need to be changed, you will need to **Add** the record with the correct CIP code.
> c) If the record listed on the VOCI 11-2 is correct you will need to **Add** this record.
> d) Then **Delete** the record that is listed on the VOCI 11-2 report.
> e) Then **Add** the new record with a different CIP code.

10. <u>Room number is missing</u> – Verify the actual room number that this class is being taught (it can be alpha, numeric or both).

11. <u>Special needs – count is greater than total</u> - Verify that the student being reported is only reported in one special population category. Eligible categories of students who may receive services in order to succeed in Career and Technical Education courses and programs. Services must be documented in the student's IVEP. Report the student using the primary/most significant category applicable to the student from the list of eligible groups. The list is located in page 249 in The Handbook – Secondary Career and Technical Education Resource Handbook April 2004"

12. <u>Teacher number is not on certification file</u> – Verify that the teacher has been issued a teaching certificate from ADE.

Note: Not all error messages are listed. These are the most common errors made on the course enrollment reports.

Concentrators and
Placement

Arizona Department of Education Home Page - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back   Address http://www.ade.az.gov/   Search   Search Web

Go to the Arizona Department of Education web site at www.ade.az.gov

ARIZONA DEPARTMENT OF EDUCATION

SUPERINTENDENT TOM HORNE

Superintendent Tom Horne
Find a School
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Teacher Certification
Standards
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About ADE
Charter Schools
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Non-Discrimination Policy

HOT TOPICS
Achievement Profiles
ADE/AzTEA Conference
Academic Achievement
Adult Education
AZ LEADS - All Retest Results   New
AZ LEARNS
AZ READS
Career & Technical
Character Education
Discipline Initiative
Early Childhood Education   & Improvement
Educational Services
Education Programs
Health & Nutrition Programs
Rural AZ
Safety & Prevention
School Effectiveness
Special Education
State Tutoring
Technology

:: Home   :: A-Z Services   :: SATS   :: Common Logon

KEYWORD SEARCH   GO

My Yahoo!   Personals

Dropout Prevention Conference

Education Jobs in Arizona

Honors Endorsement/Tuition Waiver

Indian Education

No Child Left Behind

Nutrition Study Results   New

Online Education Newsletters

Rural AZ   New

Sample AIMS HS Test   New

State Intervention   New

State Tutoring

NEWS & EVENTS
02-11-2005: Court Rules in Favor of State Board of Education on Training of Teachers for English Language Learning Students

02-01-2005: Horne Releases Results of Nutrition Pilot and Supports Legislation for Regulating Food Sales in Schools

01-31-2005: Superintendent Tom Horne to Release Results of Nutrition Pilot Study for Eight Arizona Schools

01-18-2005: Arizona Schools Chief Releases Sample AIMS Test for Grades Three Through Eight for Spring 2005 Tests

01-13-2005: Arizona Schools Chief Tom Horne to receive "Arts Advocacy Award" for his public support of music education

CALENDAR OF EVENTS

Click on Programs, then Career & Technical

http://www.ade.az.gov/cte/

Internet

3:15 PM

Career and Technical Education Home Page - Microsoft Internet Explorer

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Address http://www.ade.az.gov/cte/   Go   Links

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ARIZONA DEPARTMENT OF EDUCATION

SUPERINTENDENT TOM HORNE

Superintendent Tom Horne
Find a School
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Accountability

Charter Schools
County Agencies
Non-Discrimination Policy

Home   ::   A-Z Services   ::   SAIS   ::   Common Logon

KEYWORD SEARCH   GO

Educational Services and Resources

Career & Technical Education

Vision: Ensure a dynamic workforce by fully developing every student's career and academic potential

Mission: Prepare Arizona students for workforce success and continuous learning

CTE Teams – – –

Accountability Program Improvement: AZ CTE performance measures, local program evaluation, entering CTE enrollment and performance data, accessing performance results, professional development opportunities, and AZ Career and Guidance resources

CTE Connections – – –

- Arizona CTE News Online
- What's New
- What's New 2: Information and Resources
- CTE Events Calendar
- CTE Competencies
- AZCRN-Arizona Career Resource Network
- Arizona Tech Prep

Done   Internet

start   ...   3:20 PM

Click on Accountability Program Improvement link

CTE: Accountability Program Improvement – Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back | Address http://www.ade.az.gov/cte/API/

Search Web | New Toolbar Update | Mail | My Yahoo! Personals

Search

Scroll down to New CTE Placement Survey Reports and Concentrator Reports System and click on the link.

New CTE Placement Survey Reports and Concentrator Reports System

User Manuals

Introduction and Website Navigation	PDF	Word
Logging into the System	PDF	Word
Entering Placement Survey Info	PDF	Word
Adding a New Concentrator	PDF	Word
Entering Zero Placements for a Program	PDF	Word
Entering Zero Concentrators for a Program	PDF	Word
Download Student Data for a School	PDF	
Important Student Data Text File Into Access	PDF	
Important Student Data Text File Into Excel	PDF	
NEW! Reporting Function	PDF	Word
NEW! Course Enrollment Data Entry Function	PDF	Word
NEW! Basic Grant Coherent Sequence function	PDF	Word
Backup System User Manual – For MS Access Only	PDF	Word
NEW! Course Enrollment Verification Instructions – for FY2005	PDF	Word
NEW! Program Enrollment Data Entry Function	PDF	RTF

CTE Update newsletter – Spring Issue PDF Document

2002 AZ CCBG Handbook

All User Manuals are located underneath the system link.

Internet

start | AD... | Mic... | Mic... | Inb... | 2 N | 3:21 PM

Arizona Department of Education

CAREER AND TECHNICAL EDUCATION

Login

Submit your Career and Technical Education
Placement Survey Report and Concentrator
Report ONLINE!

Now you are ready to enter the Performance Measures on-line system.
Please click on Login

Arizona Department of Education
Career and Technical Education Internet Data Reporting Application

CAREER AND TECHNICAL EDUCATION

Username:
Password:
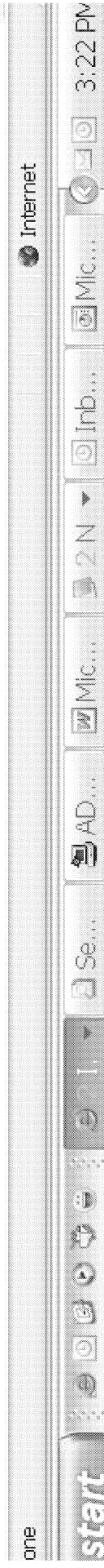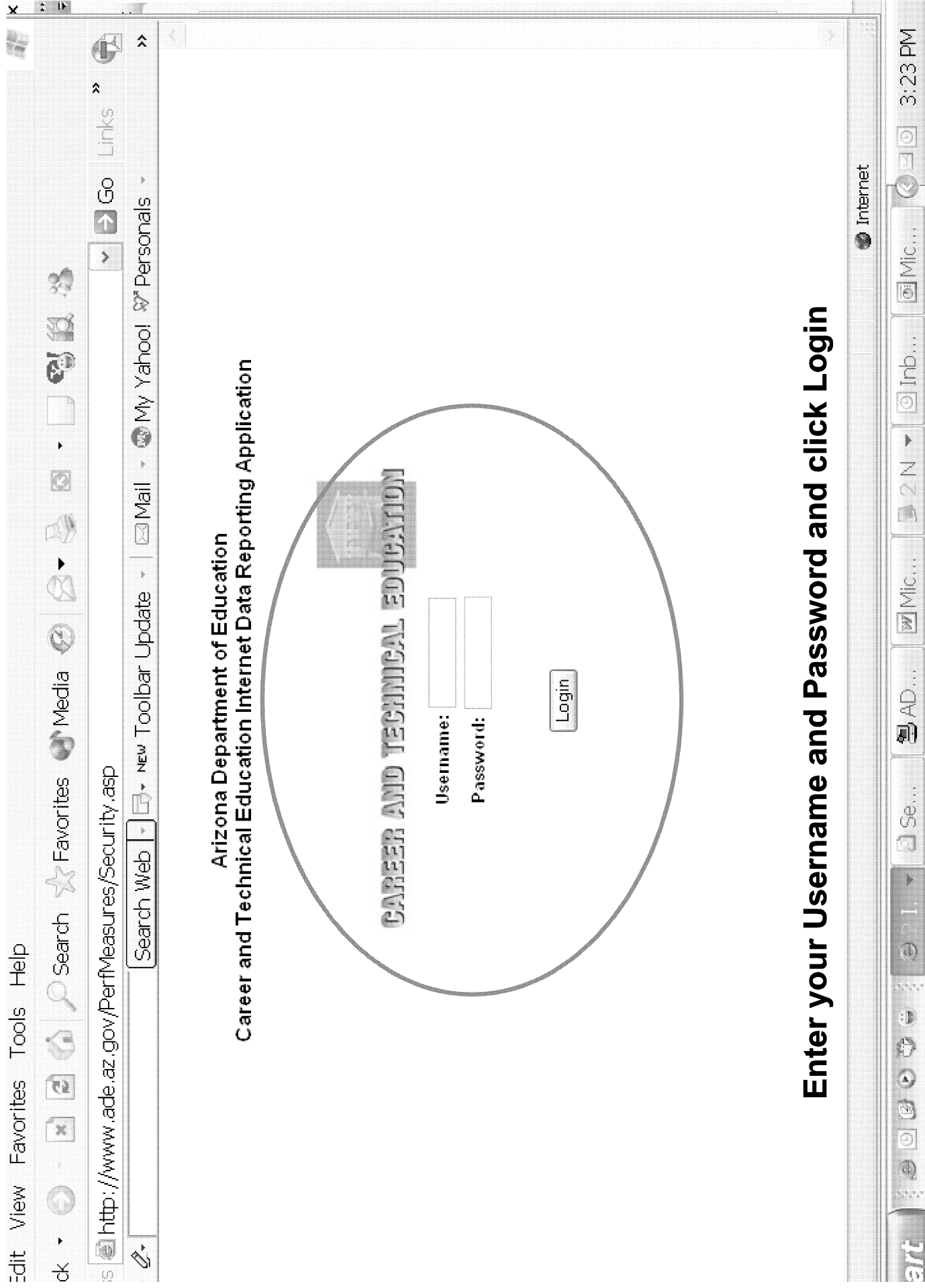
Login

Enter your Username and Password and click Login

File Edit View Favorites Tools Help

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Address ⚙ http://www.ade.az.gov/PerfMeasures/framemanager.asp   ⚙ Go   Links »

⚙ • ⚙ • | Search Web ⚙ | ⚙ • | ᴺᵉᵂ Toolbar Update ▸ | ⚙ Mail ▸ | ⚙ My Yahoo! ⚙ Personals ▸

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Internet Data Submission Application

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⏻   ⊗
Home Exit

CAREER AND TECHNICAL EDUCATION

Click on "Placement" to enter/edit Placement Surveys

Click on "Concentrator" to enter/edit the Concentrator Report

Click on "Maintenance" to Change your password

Use the Placement and Concentrator functions to enter your data.

⚙ Done   ⚙ Internet

⚙start   ⚙ ⚙ ⚙ ⚙ ⚙ ⚙ ⚙ | ⚙ Se... | ⚙ AD... | ⚙ Mic... | ⚙ Mic... | ⚙ 2 N ▸ | ⚙ Inb... | ⚙ Mic...   ⚙ ⚙ ⚙ 3:26 PM

Arizona Department of Education
Internet Data Submission Application

Home   Exit

CAREER AND TECHNICAL EDUCATION

Click on "Placement" to enter/edit Placement Surveys
Click on "Concentrator" to enter/edit the Concentrator Report
Click on "Maintenance" to Change your password
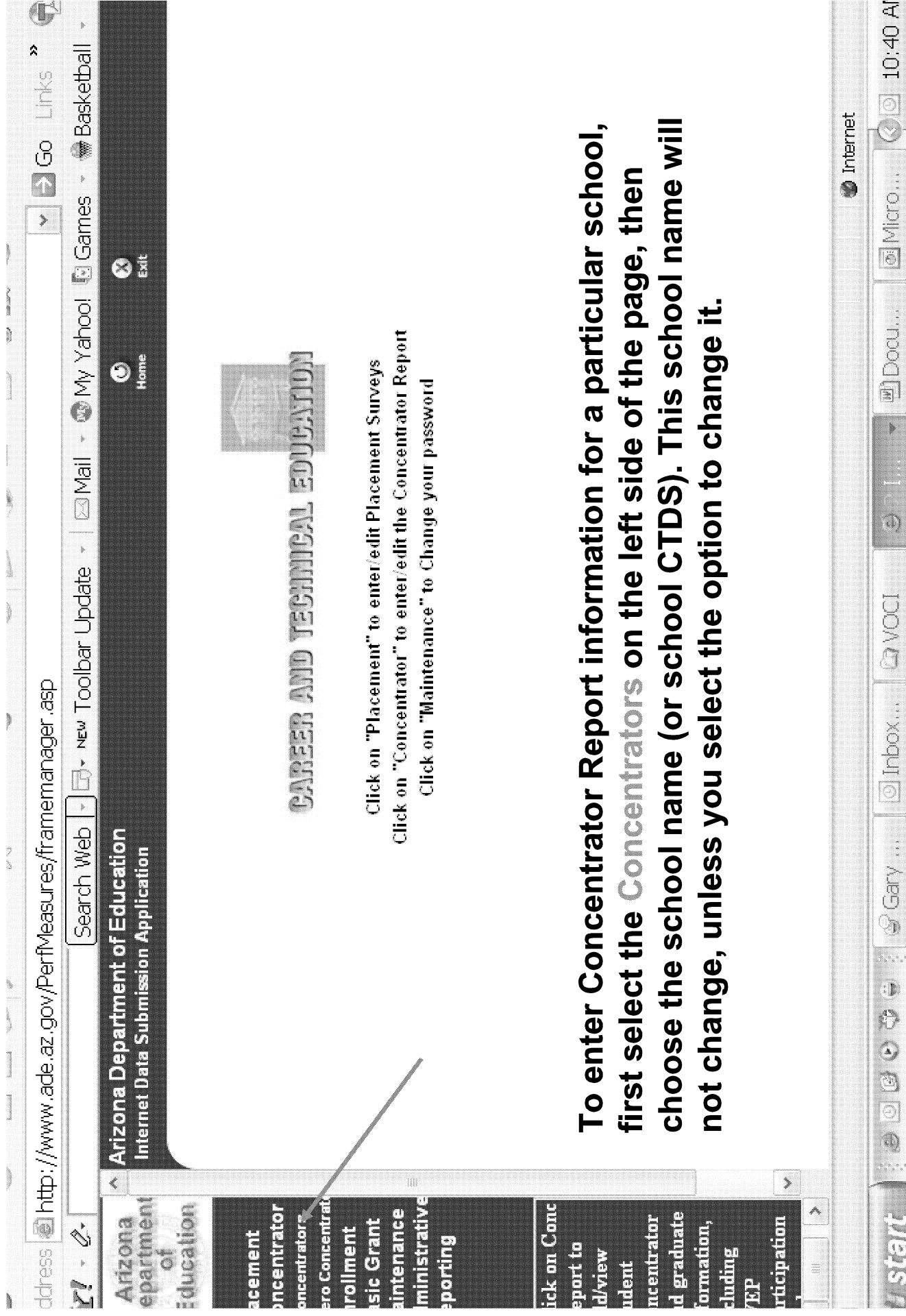
To enter Concentrator Report information for a particular school, first select the Concentrators on the left side of the page, then choose the school name (or school CTDS). This school name will not change, unless you select the option to change it.
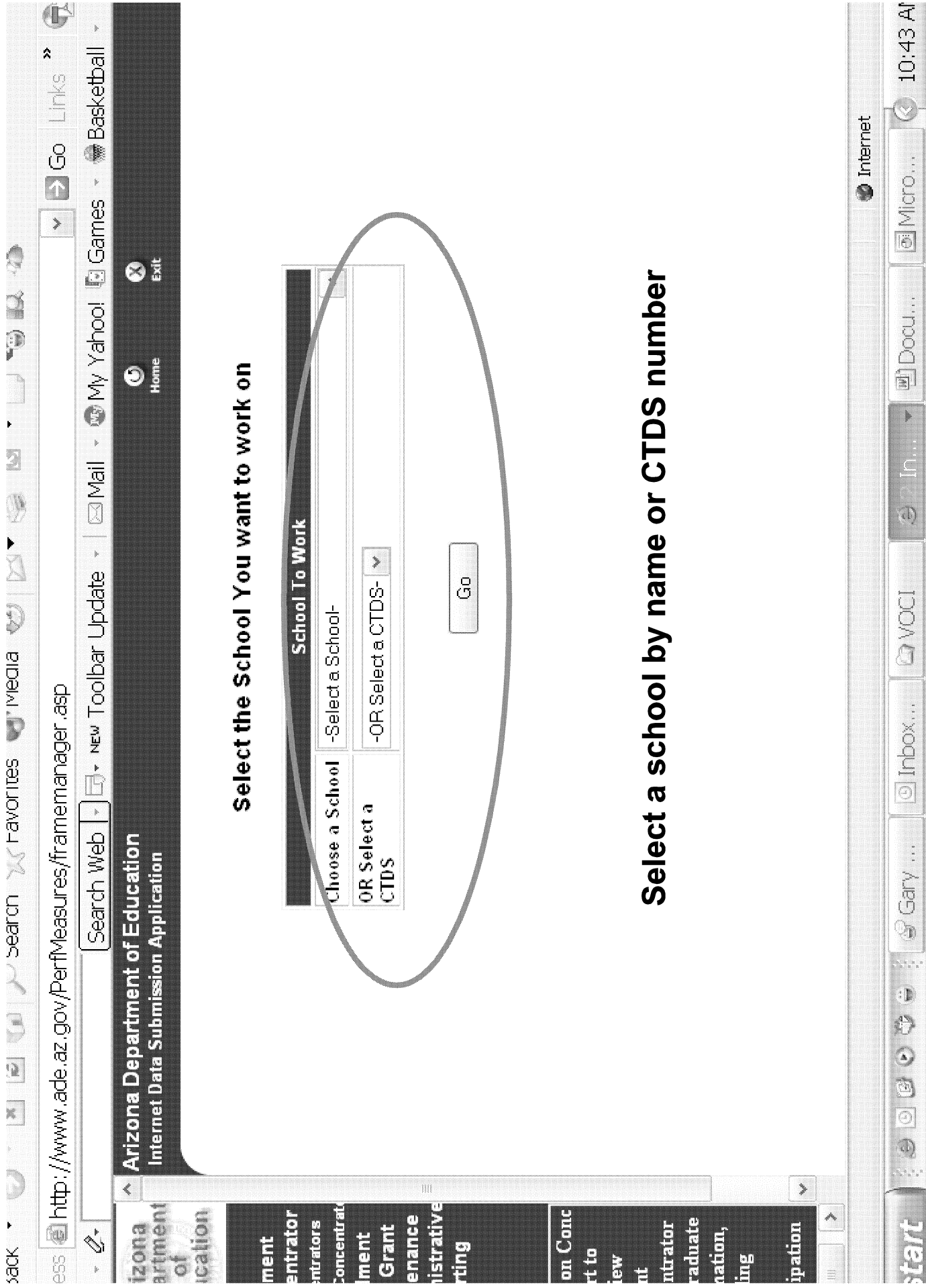
File Edit View Favorites Tools Help

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Address http://www.ade.az.gov/PerfMeasures/framemanager.asp

Search Web • NEW Toolbar Update • Mail • My Yahoo! Personals •

Arizona Department of Education
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Editing School : SAMPLE SCHOOL
Click Here to Change

Arizona
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Click on Conc
Report to
add/view
student
concentrator
and graduate
information,
including
IVEP
participation

Concentrator Fiscal Year Selection

Listing of Fiscal Years
Fiscal Year
2005 Graduates
2004 Graduates
2003 Graduates
2002 Graduates
2001 Graduates
2000 Graduates

< Back

Definition of a Program Concentrator:
A student who completes two Carnegie units of a single CTE
program. One Carnegie unit must be at Level III.

Click on 2005 Graduates to enter your 2005 Concentrators. The school name will not change unless you change it.

Internet

Start   Se...   T...   Se...   AD...   Mic...   2 N ▼   Inb...   Mic...   3:30 PM

File Edit View Favorites Tools Help

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Search Web

Arizona Department of Education
Internet Data Submission Application

2005 Secondary CTE Program Concentrator Report

Concentrator summary page

Graduated or Still Enrolled

☐ Include only Students Still Enrolled [Go]

Check this box to include students still enrolled (not graduated yet) in this list. Not checking this box will exclude all Still Enrolled students from this list.
All students have been sorted by Last Name (within their program). To sort by Program first and then Last Name within their program, click on the highlighted Program title, next to First Name.

When you are done entering all students,
Click Here When Finished: [Finish]

"reminder" button – are all programs entered?

Legend
TP = Tech Prep
F/S = Federal/State Record Inc
C? = Completer?
LC = Leaver Code

This list Excludes all Still Enrolled Students

Sort list by last name or program

Concentrator Reports for 12-34-56-001 - SAMPLE SCHOOL

Last Name	First Name	Number	Program	TP	F/S	C?	LC	IVEP	* Click Here to Add
									Action
Student	Joe	43.0200	Fire Science		F			WS	AC View Modify Delete

Add, View, Modify, Delete records

Arizona Department of Educat

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Click on Conc Report to ...

concentrator and graduate information, including IVEP participation

Done Internet

Arizona Department of Education
Internet Data Submission Application

http://www.ade.az.gov/PerfMeasures/framemanager.asp

☑ Include only Students Still Enrolled [Go]

Check this box to include students still enrolled (not graduated yet) in this list. Not checking this box will exclude all Still Enrolled students from this list.

All students have been sorted by Last Name (within their program). To sort by Program first and then Last Name within their program, click on the highlighted Program title, next to First Name.

When you are done entering all students,
Click Here When Finished:

[Finish]

Legend
TP = Tech Prep
F/S = Federal/State Record Indicator
C? = Completer?
LC = Leaver Code

This list includes only Still Enrolled Students

Before adding new Concentrators, determine if any Still Enrolled students exist

| Concentrator Reports for 12-34-56-001 - SAMPLE SCHOOL | | | | | | | | + Click Here to Add | |
Last Name	First Name	Program	Number	TP	F/S	C?	LC	IVEP	Action
Student	Jack	Construction Technologies	46.0400		F		E1	NC	View Modify Delete

File   Edit   View   Favorites   Tools   Help

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Address   http://www.ade.az.gov/PerfMeasures/framemanager.asp

Search Web | New Toolbar Update | Mail | My Yahoo!   Games

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Student Information

Student Name (First, MI. Last)	Jack
	Student
Student Birthdate	8/10/1987
Gender	Male
Race	White
Student SSN (Voluntary)	
SAIS ID Number (Mandatory)	1122334
Confirm SSN	
Confirm SAIS ID	1122334
Federal/State Record Indicator	Federal

IVEP Participation Information

At Graduation this student was receiving IVEP services in category: –Non IVEP–

Concentrator Success Information

Attain at least 80%?   Yes   No

Leaver Code   Still in School

Still in School
Expelled
Absence
Dropout
Graduated

Report Information

3/10/2005

Move students from still enrolled to graduated by changing the leaver code

Internet

start   Inbox –   Microsof...   Microsof...   Show Da...   3:57 PM

Done

Edit View Favorites Tools Help

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☐ **Include only Students Still Enrolled**   Go

Check this box to include students still enrolled (not graduated yet) in this list. Not checking this box
will exclude all Still Enrolled students from this list.
All students have been sorted by Last Name (within their program). To sort by Program first and then
Last Name within their program, click on the highlighted Program title, next to First Name.

When you are done entering all students,
Click Here When Finished:

Finish

Legend
TP = Tech Prep
F/S = Federal/State Record Indicator
C? = Completer?
LC = Leaver Code

This list Excludes all Still Enrolled Students

**Uncheck the still
enrolled box to see
graduates**

**Or, Add a new
record**

+ Click Here to Add

Concentrator Reports for 12-34-56-001 - SAMPLE SCHOOL									
Last Name	First Name	Program	Number	TP	F/S	C?	LC	IVEP	Action
Student	Joe	Fire Science	43.0200		F		W5	AC	View Modify Delete
Student	Jack	Construction Technologies	46.0400		F		W7	NO	View Modify Delete

Internet

Start Inbox - ... Microsof... Microsof... STW Da... Microsof... Career

4:01 PM

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File Edit View Favorites Tools Help

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Click on Conc
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concentrator
and graduate
information,
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IVEP
participation

Secondary CTE Program Concentrator Report

Concentrator Report Information

Choose a Program Description	-Select a Program-
OR Select a Program Number	-OR Select a Program Number-
Select the graduation Fiscal Year	2005

Submit   Cancel

Choose a program by name or program number to add a new record and click on Submit.

Done   Internet

start   Inbox... 2004-... Micro... Micro... Adob... Micro... Cares 1:08 PM

8-14

2005 Secondary CTE Program Concentrator Report

Add student information

8-15

Edit View Favorites Tools Help

http://www.ade.az.gov/PerfMeasures/framemanager.asp

Search Web

Arizona Department of Education
Internet Data Submission Application

Home   Exit

Finish all student information

Click Submit

Student Birthdate

Gender

Race

Student SSN
(Voluntary)

Confirm SSN

IVEP Participation Information

SAIS ID Number
(Required)

Confirm SAIS ID

At Graduation this student was receiving IVEP services in category: –Non IVEP–

Concentrator Success Information

Attain at least 80%?   Yes   No

Assessment Method

Leaver Code

Name of Test

Concentrator Report Information

Concentrator Report Completed Date   03/09/2005

You must hit the submit button to save any changes made

Submit   Cancel

Internet

1:27 PM

8-16
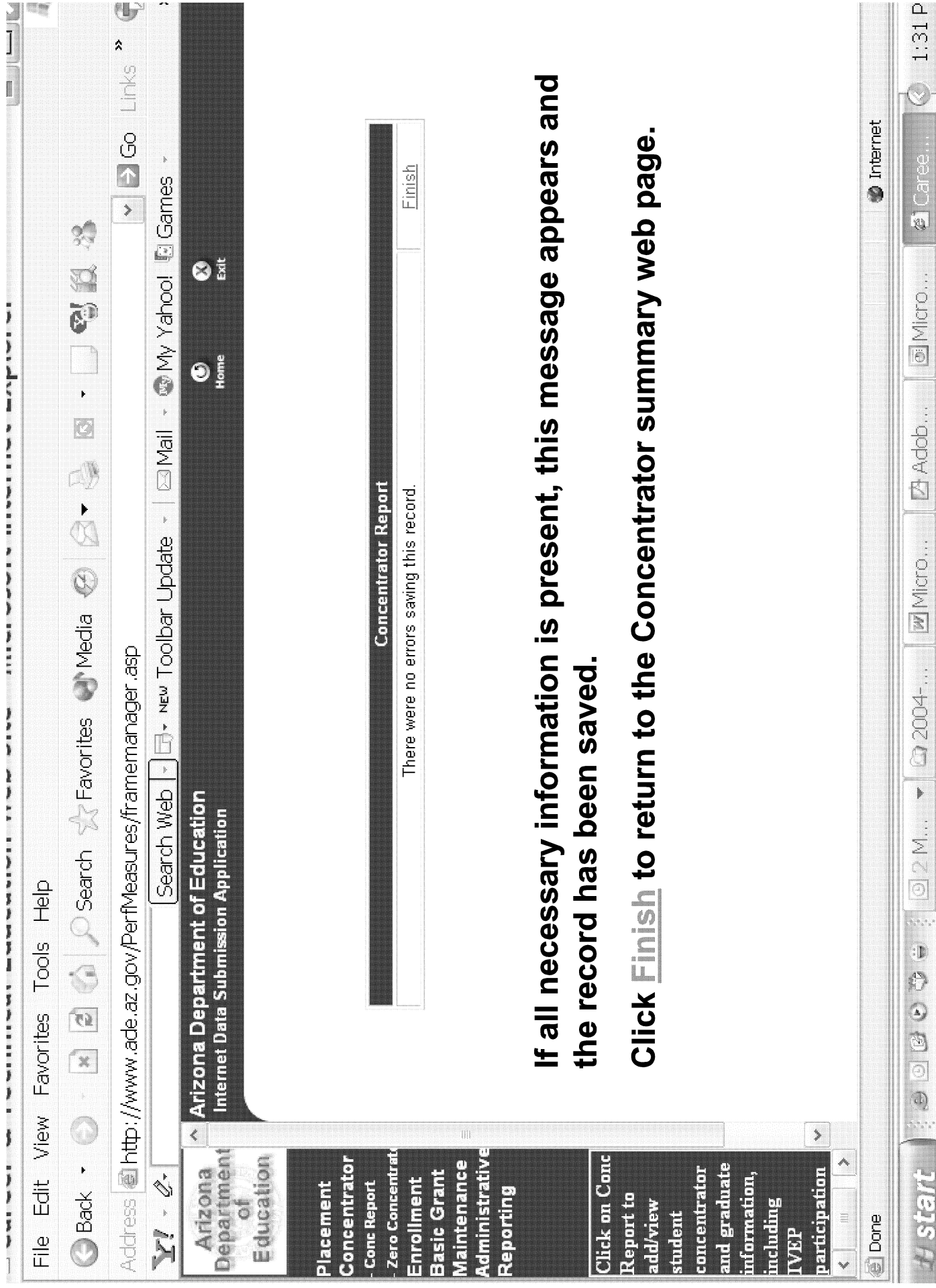
If all necessary information is present, this message appears and the record has been saved.

Click Finish to return to the Concentrator summary web page.

Concentrator Report

There were no errors saving this record.

Finish

Career & Technical Education Web Site - Microsoft Internet Explorer

File Edit View Favorites Tools Help

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2005 Secondary CTE Program Concentrator Report

☐ Include only Students Still Enrolled [Go]

Check this box to include students still enrolled (not graduated yet) in this list. Not checking this box will exclude all Still Enrolled students from this list.
All students have been sorted by Last Name (within their program). To sort by Program first and then Last Name within their program, click on the highlighted Program title, next to First Name.

When you are done entering all students,
Click Here When Finished:

[Finish]

"reminder" button – are all programs entered?

Legend
TP = Tech Prep
F/S = Federal/State Record Indicator
C? = Completer?
LC = Leaver Code

This list Excludes all Still Enrolled Students

Students appear on summary page as they are added

Concentrator Reports for 12-34-56-001 - SAMPLE SCHOOL										Click Here to Add
Last Name	First Name	Program	Number	TP	F/S	C?	LC	IVEP	Action	
Student	Jill	Cosmetology	12.0400		F	Y	W7	NO	View Modify Delete	
Student	Joe	Fire Science	43.0200		F		W5	AC	View Modify Delete	

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Click on Conc Report to add/view student concentrator and graduate information, including IVEP Participation

Done   Internet

start   1:33 P

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http://devweb1/PerfMeasures/framemanager.asp

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151200   Business Information Technology Ser
131200   Early Childhood Professions
131500   Education Professions
430100   Law Public Safety and Security
521800   Marketing Management and Entrepren
480700   Woodworking

2005 Course Enrollment was received by CTE for the programs listed above

Please click on Next and enter either 2005 Concentrators and/or
2005 Zero Concentrators for the programs that are missing concentrators.

Next >>

2005 Completers
are missing for the following programs:

For 07-05-16-201 - AGUA FRIA UNION HIGH SCHOOL

Program CIP	Program Description
520400	Administrative Information Services

2005 Course Enrollment was received by CTE for the program(s) listed above but there are no completers for these programs.
Your 2005 Performance Measure 1.3 and 2006 Performance Measure 1.3 will be zero.

NEW! A school may receive both messages – missing Concentrators or Completers

Enter Concentrators this message

This message informational only

Click Next to go to the Summary page

Local intranet

start   2:41 P

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Career & Technical Education Web Site - Microsoft Internet Explorer

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Address · ○ http://www.ade.az.gov/PerfMeasures/framemanager.asp   ▾ · ○ Go   Links »

Y! · ○ ·   Search Web ▾ · ○ ▾ NEW Toolbar Update ▾ · ○ · Mail ▾ · ● My Yahoo! · ○ Games ▾

Arizona Department of Education
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Click on Conc
Report to
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and graduate
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including
IVEP
participation

2005 Concentrators:

Your Concentrator Report data entry is complete.
An e-mail has been sent to Career and Technical Education at
STWDataCollection@ade.az.gov regarding the completion of your 2005
Secondary CTE Program Concentrator Reports.

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○ Home   ○ Exit

Done   ● Internet

start   ○ · ○ · ○ · ○ · ○   ○ Microsoft...   ○ Microsoft...   ○ STW Dat...   ○ Microsoft...   ○ Inbox - ...   ○ STW Dat...   ○ Career &   ○ 3:27

If there are no missing Concentrators/Zero Concentrators, this message will appear. An email has been sent to the CTE inbox regarding the completion of your 2005 Concentrators. No further action is needed – however – you may continue to add/modify/delete records. The "Click Here When Finished" button is only a reminder button to let you know if you are missing any programs that need either Concentrators or a Zero Concentrator report.

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Career & Technical Education Web Site - Microsoft Internet Explorer

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Search Web

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Internet Data Submission Application

Home   Exit

All students have been sorted by Last Name (within their program). To sort by Program first and then
Last Name within their program, click on the highlighted Program title, next to First Name.

When you are done entering all students,
Click Here When Finished:

Finish

Legend
TP = Tech Prep
F/S = Federal/State Record Indicator
C? = Completer?
LC = Leaver Code

This list Excludes all Still Enrolled Students

Concentrator Reports for 12-34-56-001   SAMPLE SCHOOL

Last Name	First Name	Program	Number	TP	F/S	C?	LC	IVEP	Action
								+ Click Here to Add	
Student	Joe	Fire Science	43.0200		F		W5	AC	View Modify Delete
Student	Jack	Construction Technologies	46.0400		F		W7	NO	View Modify Delete
Student	Joe	Construction Technologies	46.0400		S		W7	NO	View Modify Delete

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Sort page by last name or program

Federal/State indicator appears on summary page

Arizona Department of Education

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Repor...

Click on Conc Report to add/view student concentrator and graduate information, including IVEP participation

Done

start   VOCI21....   Info on ....

Career & Technical Education Web Site - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back   ▾

Address http://www.ade.az.gov/PerfMeasures/framemanager.asp   ▾ Go   Links »

Search Web   ▾   Search   Favorites   Media   ▾   Mail   ▾   My Yahoo!   Games   ▾

Arizona Department of Education
Internet Data Submission Application

Home   Exit

Editing School : SAMPLE SCHOOL
Click Here to Change

Zero Concentrators for SAMPLE SCHOOL

When you are done entering all programs,
Click Here When Finished:

Finish

Zero Concentrator Information			
Program	Fiscal Year	Date	Action
-Select a Program- ▾	2005 ▾	03/11/2005	Add
Accounting and Related Services	2005	3/11/2005	Delete

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Click on Conc
Report to
add/view
student
concentrator
and graduate
information,
including
IVEP
participation

Done   Internet

No Concentrators in a program? Add a Zero Concentrator for that program. Select a program from the drop-down box and click Add. (Zero Concentrators from previous fiscal years will also appear here).

start   VOCI21...   Career   Info on ...   Inbox -   Microso...   1:50 P

8-23

Placement Survey Fiscal Year Selection

School will stay
the same unless
you change it

Select 2004 Graduates
to enter Placement
information

8-24

Career & Technical Education Web Site - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back

Address: http://www.ade.az.gov/PerfMeasures/framemanager.asp

Search Web

Arizona Department of Education
Internet Data Submission Application

Home   Exit

2004 Graduate Placement Survey Forms

To complete Placement Information, click on **Modify** next to the appropriate Student Name.
Click **here** to **Add** to complete Placement Information for a student that does not appear in the listing.
When the Placement information is complete, the current date will appear in the Updated box.

When you are done entering all students,
Click Here When Finished:
[Finish]

Legend
TP = Tech Prep
F/S = Federal/State Record Indicator
C? = Completer?

Add Placement information to 2004 Concentrator records

Click on Modify to update records

Surveys for 12-34-56-001 - SAMPLE SCHOOL

+ Click Here to Add

Last Name	First Name	Program	TP	F/S	C?	Action	Updated
Student	Jill	Accounting and Related Services		S		View Modify	2/15/2005
Student	Jill	Business Information Technology Ser		S		View Modify	2/15/2005
Student	Joe	Culinary Arts		F		View Modify	2/10/2005
Student	Jill	Education Professions		F		View Modify	2/15/2005
Student	Joe	Fire Science		S		View Modify	2/10/2005

Back

Placement
- Plac Survey
- Zero Placements
- **Concentrator**
- Enrollment
- Basic Grant
- Maintenance
- Admi
- Repo

Click on Placement Survey to add/view student demographic, placement, graduate and IVEP information.

Done   Internet

start   VOCI21...   Career...   Info on'...   Inbox - ...   Microsof...   1:59 PM

8-25

Career & Technical Education Web Site - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back   Search   Favorites   Media

Address http://www.ade.az.gov/PerfMeasures/framemanager.asp   Go   Links

Search Web   NEW Toolbar Update   Mail   My Yahoo!   Games

Arizona Department of Education
Internet Data Submission Application

Home   Exit

2004 Graduate Placement Survey Forms

Arizona
Department
of
Education

Placement
- Plac Survey
- Zero Placements
Concentrator
Enrollment
Basic Grant
Maintenance
Administrative
Reporting

Click on
Placement
Survey to
add/view
student
demographic,
placement,
graduate and
IVEP
information.

Placement Information

CTDS	School Name	Fiscal Year
12-34-56-001	SAMPLE SCHOOL	2004

Program	Description
52.0300	Accounting and Related Services

Demographic Information

Student Name (First, Last)   Jill   Student

Gender   Female

Address   1001 Main Street

Address Cont

City   Phoenix

State   Arizona

Phone (Optional)   (   )   -

Student Type   Program Concentrator

Contact Type   In Person

Leaver Code   Graduated

Federal/State Record Indicator   State

Zip

If OTHER please specify

Update student information

Done   Internet

start   VOCI21...   career   Info on '...   Inbox - ...   Microsof...   2:04 P

8-26

8-27

File Edit View Favorites Tools Help

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http://www.ade.az.gov/PerfMeasures/framemanager.asp

Search Web | New Toolbar Update | Mail | My Yahoo! | Games

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Arizona Department of Education
Internet Data Submission Application

Employer Name   ABC Accounting

Address   1234 Main Street

Address Cont

City   Phoenix

State/Province   Arizona

Zip   85000

Phone (Optional)   ( )   -

Fax (Optional)   ( )   -

Supervisor Name (Optional)

Form Completed By

Graduate

If OTHER, please specify

Placement Report Information

Placement Report Completed Date   2/15/2005

You must hit the submit button to save any changes made

Submit   Cancel

Finish updating all
Placement information
and click Submit to
update the record

Internet

start   VOCI...   dker...   Care...   2M...   Micro...   CTE ...   2:19 PI

Career & Technical Education Web Site - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

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Address http://www.ade.az.gov/PerfMeasures/framemanager.asp

Search Web

Mail   ▾   My Yahoo!   Games

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Internet Data Submission Application

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of
Education

2004 Graduate Placement Survey Forms

To complete Placement Information, click on Modify next to the appropriate Student Name.
Click here to Add to complete Placement Information for a student that does not appear in the listing.
When the Placement information is complete, the current date will appear in the Updated box.

When you are done entering all students,
Click Here When Finished:

Finish

Legend
TP = Tech Prep
F/S = Federal/State Record Indicator
C? = Completer?

Placement

summary page

Placement
Plac Survey
Zero Pla
Concer
Enrollm
Basic c
Maintenance
Administrative
Reporting

Click on
Placement
Survey to
add/view
student
demographic,
placement,
graduate and
IVEP
information.

Surveys for 12-34-56-001 - SAMPLE SCHOOL

Click Here to Add

Last Name	First Name	Program	TP	F/S	C?	Action		Updated
Student	Jill	Accounting and Related Services		S		View	Modify	2/15/2005
Student	Jill	Business Information Technology Ser		S		View	Modify	2/15/2005
Student	Joe	Culinary Arts		F		View	Modify	2/10/2005
Student	Jill	Education Professions		F		View	Modify	2/15/2005
Student	Joe	Fire Science		S		View	Modify	2/10/2005

< Back

Modify existing records or Add new records

Done

start   2:27 P

Career & Technical Education Web Site - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back ▾   ⟳   ✕   ⟳   ⌂   🔍 Search   ⭐ Favorites   ▶ Media   ⟳   ⟳   ⟳   ⟳

Address 🔗 http://www.ade.az.gov/PerfMeasures/framemanager.asp   ▾   → Go   Links »

Search Web ▾   ⧉ ▾   NEW Toolbar Update ▾   ✉ Mail ▾   ● My Yahoo!   ⓖ Games ▾

⚫ Home   ⊗ Exit

Arizona Department of Education
Internet Data Submission Application

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Reporting

Click on
Placement
Survey to
add/view
student
demographic,
placement,
graduate and
IVEP
information.

New Secondary CTE Program Graduate Placement Survey

You are going to Enter Placement Information When No Concentrator Information Exists.

Are you sure ?

[Yes]   [No]

**Any new Placements added will be stored as Samplers
– a student must have complete Concentrator and
Placement information in a related program of study
and be a graduate to receive Placement funding**

Done   ● Internet

🏁 start   ⟳ 🖥 ⟳ 🖥 ⟳   ⟳ ⟳ ⟳   VOCI...   Local ...   2 M... ▾   ⟳   Micro...   CTE ...   ⟳ 3:35 P

8-30

Career & Technical Education Web Site – Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back   ▼

Address http://www.ade.az.gov/PerfMeasures/framemanager.asp   ▼   Go   Links »

Search Web   ▼   NEW Toolbar Update   ▼   Mail   ▼   My Yahoo!   Games   ▼

Arizona Department of Education
Internet Data Submission Application

Home   Exit

2004 Graduate Placement Survey Forms

To complete Placement Information, click on Modify next to the appropriate Student Name.
Click here to Add to complete Placement Information for a student that does not appear in the listing.
When the Placement information is complete, the current date will appear in the Updated box.

When you are done entering all students,
Click Here When Finished:

Finish

Legend
TP = Tech Prep
F/S = Federal/State Record Indicator
C? = Completer?

"reminder" button – are all programs entered?

Students appear on summary page as they are added

...ys for 12-34-56-001 - SAMPLE SCHOOL

Click Here to Add

Last Name	First Name	Program	TP	F/S	C?	Action		Updated
Student	Jill	Accounting and Related Services		S		View	Modify	2/15/2005
Student	Jill	Business Information Technology Ser		S		View	Modify	2/15/2005
Student	Joe	Culinary Arts		F		View	Modify	2/10/2005
Student	Jill	Education Professions		F		View	Modify	2/15/2005
Student	Joe	Fire Science		S		View	Modify	2/10/2005

Back

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Placement
- Plac Survey
- Zero Placements
Concentrator
Enrollment
Basic Grant
Maintenance
Administrative
Reporting

Click
Plac
Survey to
add/view
student
demographic,
placement,
graduate and
IVEP
information.

Done   Internet

start   VOCI...   Local...   CTE...   2 M...   Micro...   Career...   3:44 P

8-31

Career & Technical Education Web Site - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back   ▾   Search   Favorites   Media

Address   http://www.ade.az.gov/PerfMeasures/framemanager.asp   Go   Links »

Search Web   ▾   ▾   NEW Toolbar Update   ▾   ▾ Messenger   ▾ Bookmarks   My Yahoo   ▾

Arizona Department of Education
Internet Data Submission Application

Arizona
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Placement
- Plac Survey
- Zero Placements

**Concentrator
Enrollment
Basic Grant
Maintenance
Administrative
Reporting**

Click on
Placement
Survey to
add/view
student
demographic,
placement,
graduate and
IVEP
information.

Home   Exit

2004 Placements/Zero Placements
are missing for the following programs:

For 12.34.56.001 - SAMPLE SCHOOL	
Program CIP	**Program Description**
120500	Culinary Arts

2004 Course Enrollment was received by CTE for the programs listed above
Please click on Next and enter either 2004 Placements and/or
2004 Zero Placements for these programs.

Next >>

Click on the Finish button to see if all necessary programs have Placements. This page is a reminder only – 2004 Course Enrollment was received by CTE for the above programs, so these programs need either Placements or a Zero Placement report.

Done   Internet

start   Inter...   Local Dis...   Inbox - ...   Microsoft...   Microsoft...   10:20

File Edit View Favorites Tools Help

Back

Address http://www.ade.az.gov/PerfMeasures/framemanager.asp Go Links

Search Web Mail My Yahoo! Games

Arizona Department of Education
Internet Data Submission Application

Home Exit

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Click on
Placement
Survey to
add/view
student
demographic,
placement,
graduate and
IVEP
information.

2004 Placements:

Your Placement Survey Report data entry is complete.
An e-mail has been sent to Career and Technical Education at
STWDataCollection@ade.az.gov regarding the completion of your 2004
Graduate Placement Reports.

< Back

If there are no missing Placements/Zero Placements, this message will appear. An email has been sent to the CTE inbox regarding the completion of your 2004 Placements. No further action is needed – however – you may continue to add/modify Placement records. The "Click Here When Finished" button is only a reminder button to let you know if you are missing any programs that need either Placements or a Zero Placement report.

Done Internet

start VOCI... Local... Date... Micro... CTE... Inbo... 3:56 P

8-33

Career & Technical Education Web Site - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back

Address http://www.ade.az.gov/PerfMeasures/framemanager.asp

Search Web

Arizona Department of Education
Internet Data Submission Application

Editing School : SAMPLE SCHOOL
Click Here to Change

Home   Exit

Zero Placements for SAMPLE SCHOOL

When you are done entering all programs,
Click Here When Finished:

Finish

Zero Placement Information

Program		Fiscal Year	Date	Action
-Select a Program-	⌄	2004 ⌄	03/11/2005	Add
Construction Technologies		2004	1/25/2005	Delete
Graphic Communications		2004	1/25/2005	Delete

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Placement
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Administrative
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Click on
Placement
Survey to
add/view
student
demographic,
placement,
graduate and
IVEP
information.

Done   Internet

No Placements in a program? Add a Zero Placement for that program. Select a program from the drop-down box and click Add. (Zero Placements from previous fiscal years will also appear here).

8-34

Career & Technical Education Web Site - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back | Search   Favorites   Media

Address http://www.ade.az.gov/PerfMeasures/framemanager.asp   Go   Links

Search Web | New Toolbar Update | Mail | My Yahoo!   Games

Arizona
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Placement
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Enrollment

Basic Grant

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Reporting

Click on
Placement
Survey to
add/view
student
demographic,
placement,
graduate and
IVEP
information.

Arizona Department of Education
Internet Data Submission Application

Home   Exit

2004 Graduate Placement Survey Forms

To complete Placement Information, click on Modify next to the appropriate Student Name.
Click here to Add to complete Placement Information for a student that does not appear in the listing.
When the Placement information is complete, the current date will appear in the Updated box.

When you are done entering all students,
Click Here When Finished:

Finish

Legend
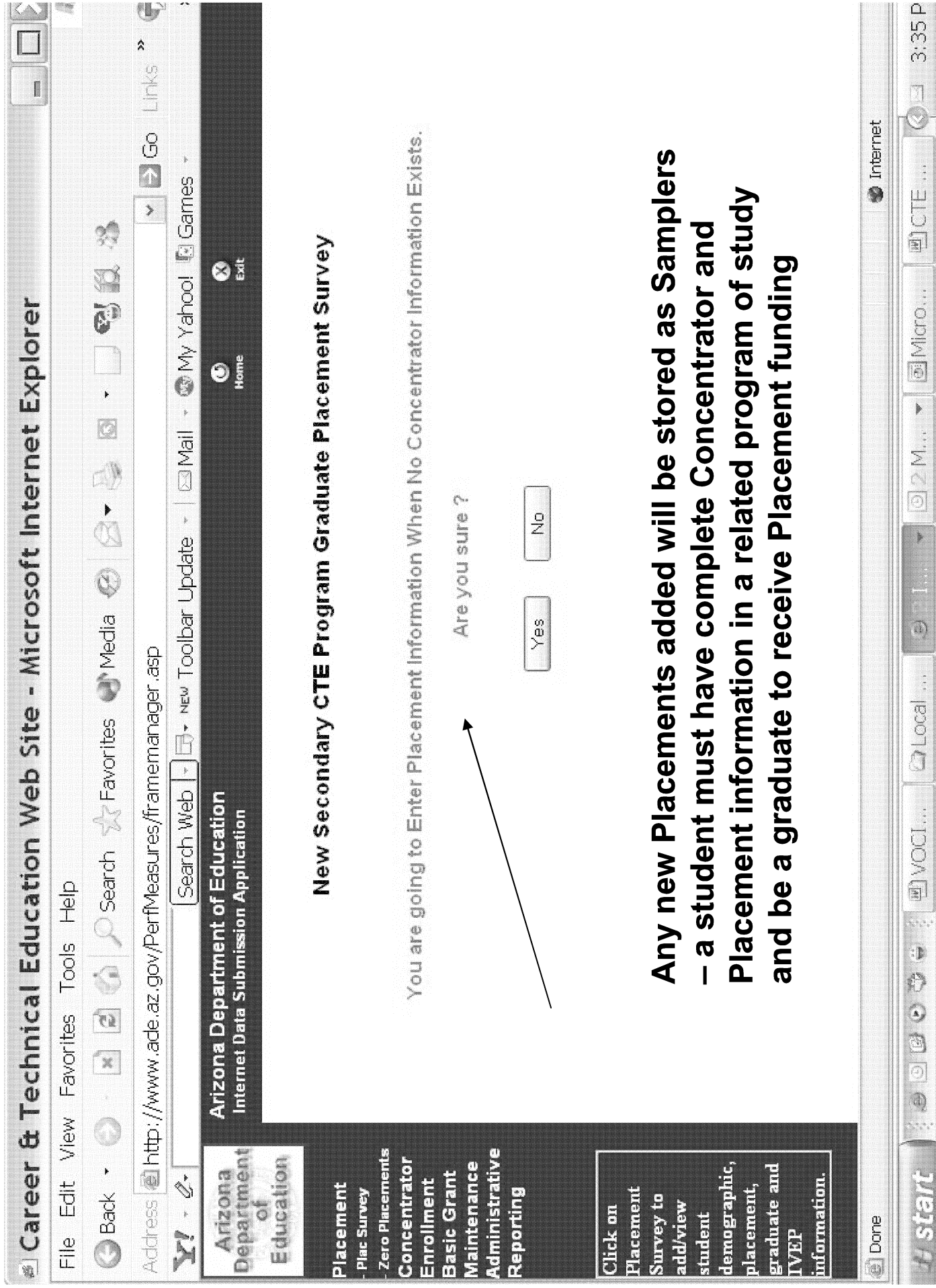TP = Tech Prep
F/S = Federal/State Record Indicato
C? = Completer?

Remember to click the "Finish" button when you are done with all Placements and Zero Placements

Surveys for 12-34-56-001 - SAMPLE SCHOOL

Last Name	First Name	Program	Ti				
Student	Jill	Accounting and Related Services					
Student	Jill	Business Information Technology Ser					
Student	Joe	Culinary Arts		F	View	Modify	2/10/2005
Student	Jill	Education Professions		F	View	Modify	2/15/2005
Student	Joe	Fire Science		S	View	Modify	2/10/2005

< Back

Done   Internet

start | dkerwin on '.... | Internet | Microsoft Po... | Inbox - Micr....   4:29 PM

8-35

Due Date:

All Concentrators and Placements are due to CTE

on July 1 at 5pm

Need Assistance?

- Jet Wilson
  602-542-5486

- Della Hofer
  602-542-5711

- Steve Saline
  602-542-5566

- Donna Kerwin
  602-542-7881

Data Reports

How To Choose, Read, and Use CTE
Performance Reports
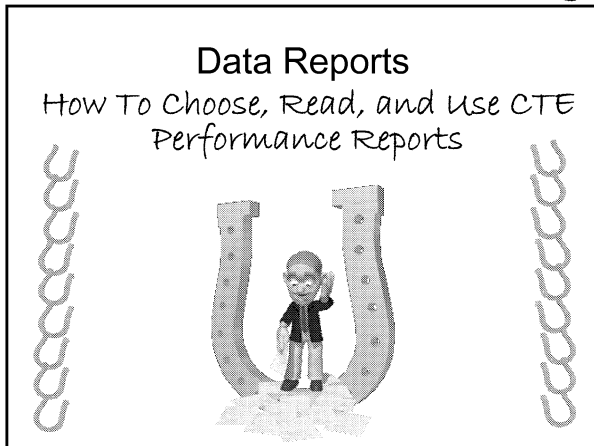
Brought to you by…

Marilee Johnson, Director
Accountability/
Program Improvement
AZ Dept of Education
Email mjohnso@ade.az.gov
Phone 602-542-5358

Performance data comes from...

**Secondary CTE Program
Concentrator Report**

**Secondary CTE Program Enrollment
Report**

**Secondary Graduate
Placement Survey Form**
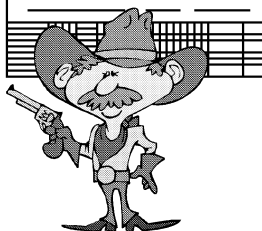
Computer-Generated Reports

- Choose from 10 report types.
- These types are listed in your handout (see blue page).
- Your handout is a useful reference for quick on-line access, identifying report types, the size of each report, and why each is useful to an analysis of program performance.

_____

_____

_____

_____

_____

_____

_____
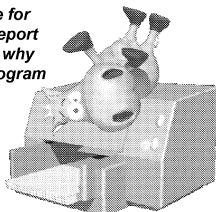
Your Handout Contains

- **Quick Instructions for Accessing On-Line Local Performance Reports.**
- **A sample of each of the 10 CTE performance reports.**
- **All pages are taken from the Secondary 2006 Guidelines.**

SECONDARY
FY 2006 GUIDELINES FOR
PROGRAM EVALUATION
AND CONTINUOUS
IMPROVEMENT

_____

_____

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_____

_____

_____
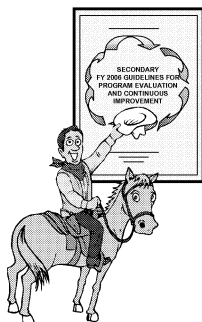
Studying Performance

- It is possible to study program performance at several levels.
- For example, you can study an individual program at a single school or compare the same program at every school, or a single program total compiled from all schools.
- Many reports look the same, but the totals change according to what is studied.

Report Total 1

Report Total 12

District Office

_____

_____

_____

_____

_____

_____
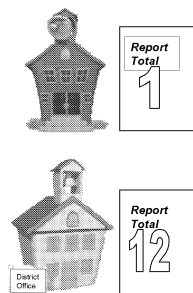
What results are in the report?

To easily identify the unit of study for each printed report, use the symbol printed in the report title. These symbols are

▼ *School Program*

⊻ *School*

♦ *District Compiled Program*

● *Whole District*

Design Your Report

- *Choose Year*
- *Choose from*
  - *Single School (School ⊻) or*
  - *All schools together (District ♦)*
  - *Single program ▼ or*
  - *All district programs rolled together* ●
  - *State totals* ▨

Performance Measures Reports

- **Program Profile Table** ⇦
- *Program Results*
- *Summary Reports*
- *Student Groups*
- *Special Populations*
- *Race/Ethnicity*
- *Results Chart*
- *District Summary*
- *Program Profile Report*
- *Data Snapshot*

Program Profile for AZ High School

CTDS 12-34-56-789   Program Information

See the green page in your handout called "Sample Program Profile Table."

Where Is It?

Select the School You want to work on

Select Administrative

Select Program Profile

Program Profile for SAMPLE SCHOOL

Active Programs

Articulated Programs

Program Profile for SAMPLE SCHOOL

Who is Accountable?

Program Profile for SAMPLE SCHOOL

Accountable LEA - ⚫ Home (residence) School ▨ Articulated School

CTDS : 12-34-56-001 Program Information

Active Programs

Program Name	Birth Date	Sunset Date	ReBirth Date	Final Sunset Date	Action
-Select a Program-					Save
Agriscience	4/1/2002				Delete
Fire Science	1/1/1995				Delete

Articulated Programs

| Automotive Technologies | ▨ 4/1/2002 | | | | Delete |
| Joint Technical Education District | 47.0600 | 47060022 | EVIT APACHE JUNCTION - 070801005 | | |

Non Active Programs ← Non Active Programs

Program Name	Birth Date	Sunset Date	ReBirth Date	Date	Action
Industrial Technology	1/1/1995	4/1/2002			Delete

Program Profile for SAMPLE SCHOOL

Accountable LEA - ⚫ Home (residence) School ▨ Articulated School

CTDS : 12-34-56-001 Program Information

Active Programs

Program Name	Birth Date	Sunset Date	ReBirth Date	Final Sunset Date	Action
-Select a Program-					Save
Agriscience	4/1/2002				Delete
	1/1/1995				Delete

Birth Date

Automotive Technologies | ▨ 4/1/2002 | | | | Delete |
| Joint Technical Education District | 47.0600 | 47060022 | EVIT APACHE JUNCTION - 070801005 | | |

Non Active Programs

Program Name	Birth Date	Sunset Date	ReBirth Date	Final Sunset Date	Action
Industrial Technology	1/1/1995	4/1/2002			Delete

Program Profile for SAMPLE SCHOOL

Accountable LEA - ⚫ Home (residence) School ▨ Articulated School

CTDS : 12-34-56-001 Program Information

Active Programs

Program Name	Birth Date	Sunset Date	ReBirth Date	Final Sunset Date	Action
-Select a Program-					Save
Agriscience	4/1/2002				Delete
Fire Science	1/1/1995				Delete

Articulated Programs

| Automotive Technologies | ▨ 4/1/2002 | | | | Delete |

Sunset Date. "Sunset" is a kinder, gentler word for unapproved program.

| | | 60022 | EVIT APACHE JUNCTION - 070801005 | | |

| Program Name | | Date | ReBirth Date | Final Sunset Date | Action |
| Industrial Technology | 1/1/1995 | 4/1/2002 | | | Delete |

Program Profile for SAMPLE SCHOOL

Accountable LEA - ● Home (residence) School ▨ Articulated School

CTDS : 12-34-56-001 Program Information

Active Programs

Program Name	Birth Date	Sunset Date	ReBirth Date	Final Sunset Date	Action
-Select a Program- ▾					Save
Agriscience	4/1/2002				Delete
Fire Science	1/1/1995				Delete

Articulated Programs

1/1/1995

Default Birth Date for a program that has reported performance measures since the baseline year 2000 and any program that existed prior to 2000

Program Profile for SAMPLE SCHOOL

Accountable LEA - ● Home (residence) School ▨ Articulated School

CTDS : 12-34-56-001 Program Information

Active Programs

Program Name	Birth Date	Sunset Date	ReBirth Date	Final Sunset Date	Action
-Select a Program- ▾					Save
Agriscience	4/1/2002				Delete
Fire Science	1/1/1995				Delete

Articulated Programs

4/1/00, 4/1/01, 4/1/02, 4/1/03, 4/1/04, 4/1/05

Birth Date for a program that submitted an NOI in April to begin reporting the following year

| Industrial Technology | 1/1/1995 | 4/1/2002 | | | Delete |

Program Profile for SAMPLE SCHOOL

Accountable LEA - ● Home (residence) School ▨ Articulated School

CTDS : 12-34-56-001 Program Information

Active Programs

Program Name	Birth Date	Sunset Date	ReBirth Date	Final Sunset Date	Action
-Select a Program- ▾					Save
Agriscience	4/1/2002				Delete
Fire Science	1/1/1995				Delete

Articulated Programs

7/1/00

Birth Date for a program that reported enrollment for the first time in 2001, before current NOI process existed

Program Profile for SAMPLE SCHOOL

Accountable LEA - ⦿ Home (residence) School ▨ Articulated School

CTDS : 12

Active Programs

Program Name

-Select a Program-

Agriscience
Fire Science

Articulated Programs

| Automotive Technologies | ▨ 4/1/2002 | | | Delete |
| Joint Technical Education District | 47.0600 | 47060022 | EVIT APACHE JUNCTION - 070801005 | |

Non Active Programs

Program Name	Birth Date	Sunset Date	ReBirth Date	Final Sunset Date	Action
Industrial Technology	1/1/1995	4/1/2002			Delete

> **4/1/02, 4/1/03, 4/1/04**
> District reported the program was replaced on an NOI form filed on the date listed

---

Program Profile for SAMPLE SCHOOL

CTDS 12-34-56-789 Program Information

CTDS : 12

Active Programs

Program Name

-Select a Program-

Agriscience
Fire Science

Articulated Programs

Automotive Technologies

Joint Technical Education District 47.0600 47060022 EVIT APACHE JUNCTION - 070801005

Non Active Programs

2004 Program Name	Birth Date	Sunset Date	ReBirth Date	Final Sunset Date	Action
Accounting and Related Services	1/1/95	6/30/02			Delete
Automotive Technologies	4/1/01	4/16/02			Delete
Drafting/Design Technology	7/1/00	4/16/02			Delete

> **4/16/02, 4/16/03**
> District reported the program sunset on the Basic Grant, choosing not to report the program and/or not to create an improvement plan using state-directed objectives

---

Program Profile for SAMPLE SCHOOL

CTDS 12-34-56-789 Program Information

CTDS : 12-34-56-001 Program Information

Active Programs

Program Name	Birth Date	Sunset Date	ReBirth Date	Final Sunset Date	Action
-Select a Program-					Save

Agriscience
Fire Science

Articulated Programs

Automotive Technologies

Joint Technical Education District 47.0600 47060022 EVIT APACHE JUNCTION - 070801005

Non Active Programs

2004 Program Name	Birth Date	Sunset Date	ReBirth Date	Final Sunset Date	Action
Accounting and Related Services	1/1/95	6/30/02			Delete
Automotive Technologies	4/1/01	4/16/02			Delete
Drafting/Design Technology	7/1/00	4/16/02			Delete

> Non-April dates refer to ADE sunset decisions. "Sunset" is a kinder, gentler word for unapproved program

Why use the Program Profile Table?

It identifies

- *Active Programs to be included in funding.*
- *Active Programs to be included in performance reports.*
- *Active programs expected to participate in CTE accountability reporting of enrollment, concentrators and placements.*
- *Articulated programs and who "owns" them for reporting purposes*
- *Non Active programs that previously participated in CTE accountability reporting.*

_____

_____

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_____

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Performance Measures Reports

- *Program Profile Table*
- **Program Results** ⇐
- *Summary Reports*
- *Student Groups*
- *Special Populations*
- *Race/Ethnicity*
- *Results Chart*
- *District Summary*
- *Program Profile Report*
- *Data Snapshot*

AZ 2005 Performance
Measures Compiled
Program Results
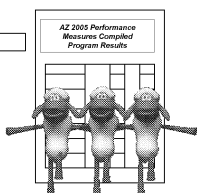
See the salmon page in your handout called "Sample AZ 2005 Performance Measures Program Results."

_____

_____

_____

_____

_____

_____

Where is it?
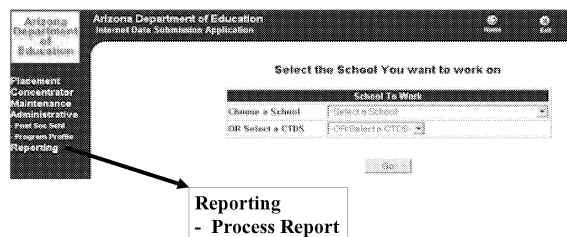
Arizona Department of Education
Internet Data Submission Application

Select the School You want to work on

School To Work

Choose a School
OR Select a CTDS

Reporting
- Process Report

_____

_____

_____

_____

_____

_____

Choose the Year:

Select a Report Type

Need More Information?

Provides More Information
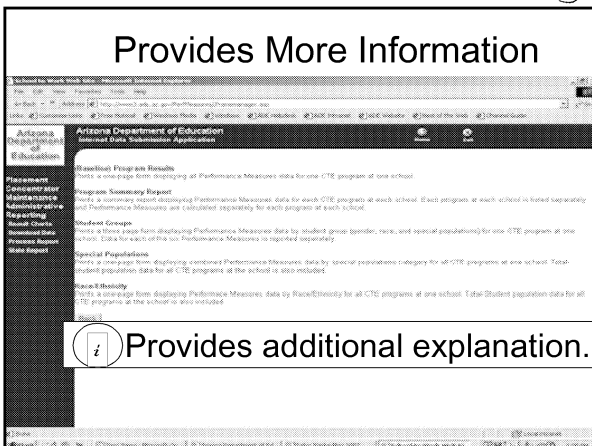
(i) Provides additional explanation.

Step 2. Select a District
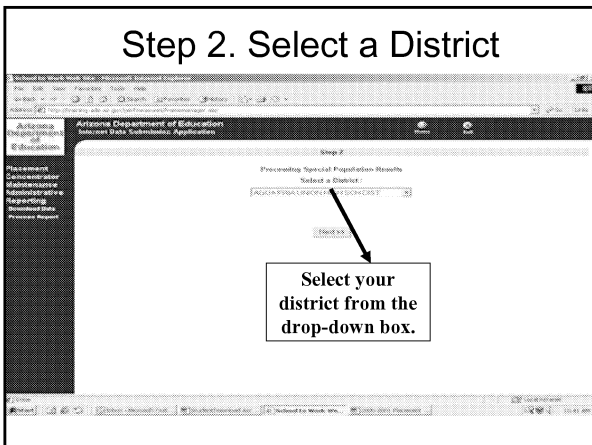
Select your district from the drop-down box.

Step 3. Select a School
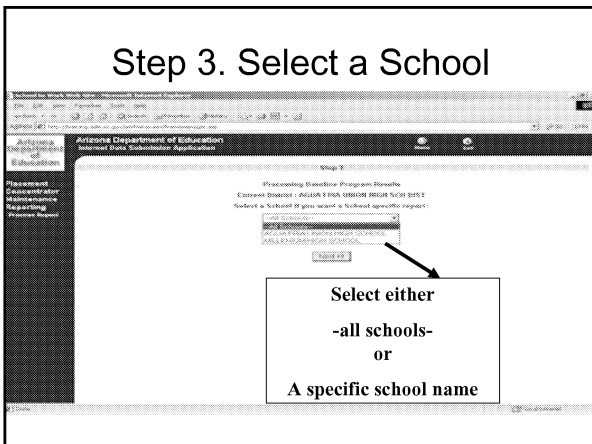
Select either

-all schools-
or

A specific school name

Step 4. Select a Program

Select either

-all programs-
or

A specific program name
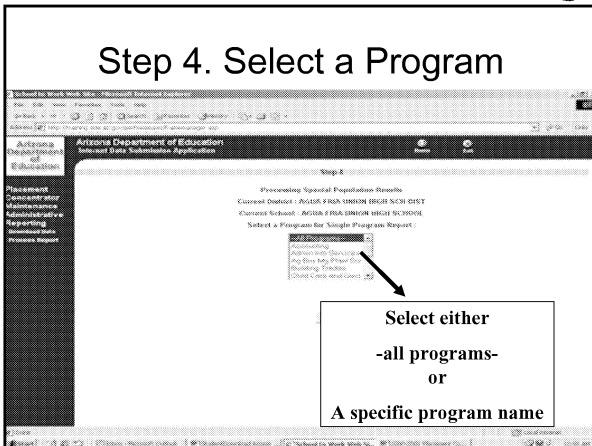
Step 5. Enter E-mail Address
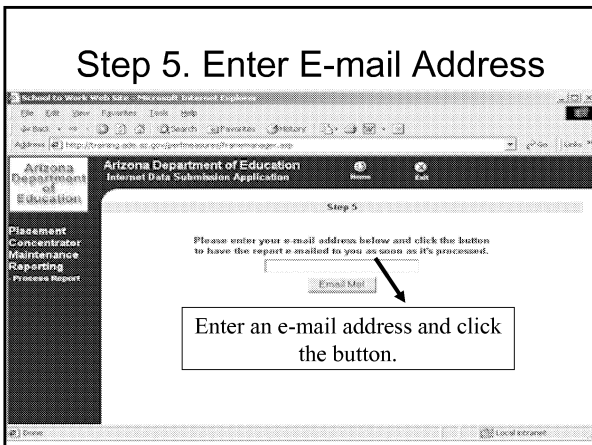
Enter an e-mail address and click
the button.

When The Report Is Ready

MTSAdmin@ade... Status of Report

Arrives in Your E-mail inbox.

Want to Save the File?

File   Edit   View   Favorites   Tools   Help

Address http://www3.ade.az.gov/PerfMeasures/Reports/PLR09140109C306.pdf

Arizona 2005 Program Results Report

Click on the floppy disk icon and name the file.
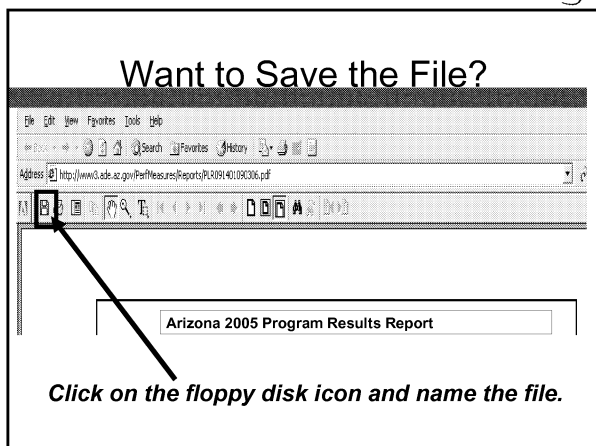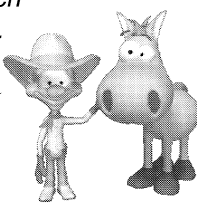
Program Results

- *Lists performance numbers and percentages for each of seven measures.*
- *Available by*
  - *Individual school*
  - *Compiled district programs* ◆.

2005 Program Results

Identifies Performance Measure

Measure 1.3 Technical Attainment

N. Number of Completers	36	Local Performance: 61.01%
D. Number of Concentrators	59	State Level of Performance: 60.50%
		Meet State Level of Performance? Y

2005 Program Results

Identifies Formula Numerator

Measure 1.3 Technical Attainment

N. Number of Completers	36	Local Performance: 61.01%
D. Number of Concentrators	59	State Level of Performance: 60.50%
		Meet State Level of Performance? Y

2005 Program Results

Identifies Formula Denominator

Measure 1.3 Technical Attainment

N. Number of Completers	36	Local Performance: 61.01%
D. Number of Concentrators	59	State Level of Performance: 60.50%
		Meet State Level of Performance? Y

2005 Program Results

2005 Program Numerator Data

Measure 1.3 Technical Attainment

N. Number of Completers	36	Local Performance: 61.01%
D. Number of Concentrators	59	State Level of Performance: 60.50%
		Meet State Level of Performance? Y

2005 Program Results

Measure 1.3 Technica → Program Denominator Data

N. Number of Completers	36	Local Performance: 61.01%
D. Number of Concentrators	**59**	State Level of Performance: 60.50%
		Meet State Level of Performance? **Y**

2005 Program Results

Calculated Program Results

Measure 1.3 Technical

N. Number of Completers	36	**Local Performance: 61.01%**
D. Number of Concentrators	59	State Level of Performance: 60.50%
		Meet State Level of Performance? **Y**

2005 Program Results

State Adjusted Level of Performance

Measure 1.3 Technical

N. Number of Completers	36	Local Performance: 61.01%
D. Number of Concentrators	59	**State Level of Performance: 60.50%**
		Meet State Level of Performance? **Y**

2005 Program Results

Does Local Performance Meet the Performance Measure?		

Measure 1.3 Technical Attainment

N. Number of Completers	36	Local Performance: 61.01%
D. Number of Concentrators	59	State Level of Performance: 60.50%
		Meet State Level of Performance? Y

When Is This Report Useful?
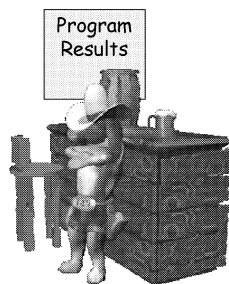
Program Results

Quick reference for
- **All performance data in one program for one school for one year** ⚊ **or**
- **All performance data in one program for all schools for one year** ◆

Performance Measures Reports

- Program Profile Table
- Program Results
- **Summary Reports** ⇐
- Student Groups
- Special Populations
- Race/Ethnicity
- Results Chart
- District Summary
- Program Profile Report
- Data Snapshot

AZ 2005 Summary Compiled Program Results

See the pink page in your handout called "Sample AZ 2005 Performance Measures Summary for All District Programs."

Prepared by Marilee Johnson, Director
CTE Accountability/Program Improvement
Email mjohnso@ade.az.gov

Summary Information

- *Summarizes percentages for each of 8 measures.*
- *Available by*
  - *Individual school ⊻*
  - *Separate schools ⊻ ⊻*
  - *Compiled district programs ◆.*

AZ 2005 Summary Compiled Program Results
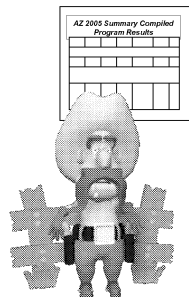
Summary Information

- *Data includes*
  - *Calculated percentages only*
  - *Comparison against the state adjusted level of performance*
  - *Does local performance meet the measure?*
- *Does not include*
  - *Actual numbers*
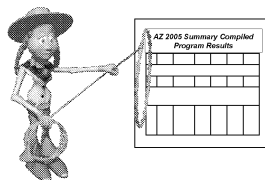
AZ 2005 Summary Compiled Program Results

Summary Report

Performance Measure	1.3 Academic Attainment
State Adjusted Level of Performance (SALP)	60.50%
Program	**Meet SALP?**
47.0600	Y
	>
Auto Technology	61.01%

Identifies Performance Measure

Summary Report

Performance Measure	1.1 Academic Attainment
State Adjusted Level of Performance (SALP)	60.50%
Program	Meet SALP?
47.0600	Y
	>
Auto Technology	61.01%

State Adjusted Level of Performance ←

_____
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Summary Report

Performance Measure	1.3 Academic Attainment
State Adjusted Level of Performance (SALP)	60.50%
Program	Meet SALP?
47.0600	Y
	>
Auto Technology	61.01%

Program CIP and Title →

_____
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Summary Report

Performance Measure	1.3 Academic Attainment
State Adjusted Level of Performance (SALP)	60.50%
Program	Meet SALP?
47.0600	Y
	>
Auto Technology	61.01%

Does Local Performance Meet the Performance Measure? ←

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Summary Report

Performance Measure	1.3 Academic Attainment
State Adjusted Level of Performance (SALP)	60.50%
Program	**Meet SALP?**
47.0600	Y
	>
Auto Technology	61.01%

How does local performance compare to the State Adjusted Level of Performance?

Is it equal   =

Is it less   <

Does it exceed >

Summary Report

Performance Measure	1.3 Academic Attainment
State Adjusted Level of Performance (SALP)	60.50%
Program	**Meet SALP?**
47.0600	Y
	>
Auto Technology	**61.01%**

Calculated Program Results

When Is This Report Useful?

Summary Report
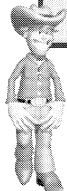
When comparing percents only
- **Programs within a school ⁼ or**
- **The same program across more than one school ⁼ ⁼**

  or
- **Total program performance at all schools for all programs ◆**

Performance Measures Reports
- *Program Profile Table*
- *Program Results*
- *Summary Reports*
- ***Student Groups*** ⇐
- *Special Populations*
- *Race/Ethnicity*
- *Results Chart*
- *District Summary*
- *Program Profile Report*
- *Data Snapshot*

AZ 2005 Student Groups

See the lilac page in your handout called "2005 District Performance Measures Results for All Student Groups."

Percentage of All Students

So far, each report uses the percentage calculated for all students as a single group to measure the program's performance.

1 ÷ 1 ÷ 1 ÷ 1 ÷ 1
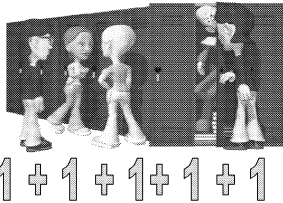
Why a single student total may not be enough.
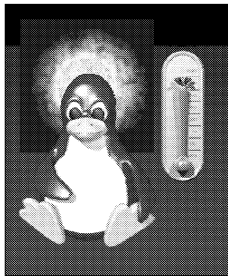
Meet Tux!

A penguin who goes to extremes!

Imagine Tux's head is on fire…

An average score is not enough.

20°
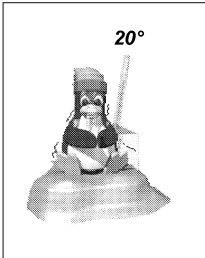
Imagine Tux's feet are frozen…

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An average score is not enough.

Calculating the average
(124+20) / 2= 72°
implies all is well with Tux…

But, in this case, all is not well
and Tux is very uncomfortable.

This has been a simulation. No animals were injured during the making of this movie. *Signed the ASPCA*

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A student total is not enough.
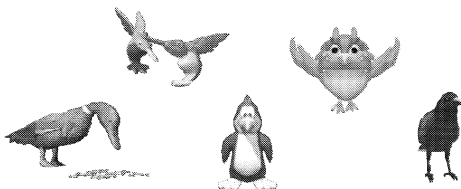
**Comparing different groups identifies
where performance is strong and
where help is needed.**

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Single Average Vs. Groups

We are successful

We are not successful!
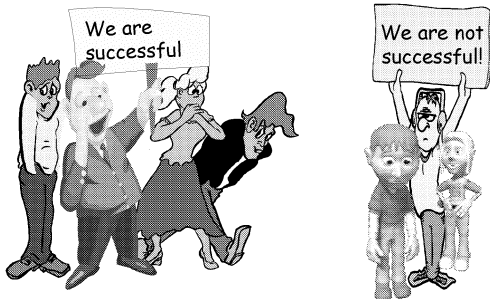
Does success apply to all?

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Groups Vs. Total Score

Though the program total is useful, you need group data to analyze student performance patterns.

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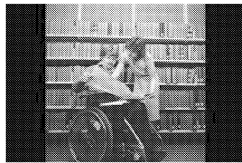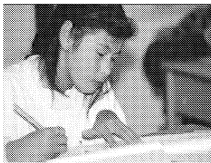
Groups Vs. Student Total

It is important to focus on patterns of group strengths or weaknesses,

thus multiplying the number of individual students who succeed.

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Groups Vs. Student Total

Appearing Today - The Invisible Man

Data for student groups make the invisible visible -- promoting certainty and precision in planning.

Groups Vs. Student Total
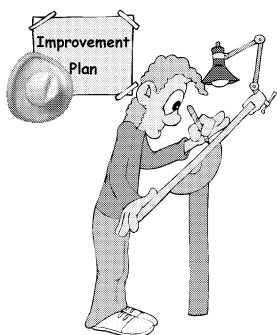
Improvement Plan

Measuring group performance has the power for revealing opportunities for improvement.
Allows you to create an improvement plan you can hang your hat on…

Student Group Performance

- **Groups include**
  - *Total*
  - *Male*
  - *Female*
  - *American Indian, Asian, Black, Hispanic & White*
  - *Five special pops groups*
  - *Tech prep*

All Student Groups

Identifies Performance Measure

Measure 1.3 Technical Attainment

Population	Number of Students in Denominator	Number of Students in Numerator	State Adjusted Level of Performance	Local Performance	Meet State Adjusted Level of Performance?
GRAND TOTAL	59	36	60.50%	61.01%	Y

All Student Groups

Measure 1.3 Technical Attainment

Population	Number of Students in Denominator	Number of Students in Numerator	State Adjusted Level of Performance	Local Performance	Meet State Adjusted Level of Performance?
GRAND TOTAL	59	36	60.50%	61.01%	Y

Group Name

All Student Groups

Measure 1.3 Technical Attainment

Population	Number of Students in Denominator	Number of Students in Numerator	State Adjusted Level of Performance	Local Performance	Meet State Adjusted Level of Performance?
GRAND TOTAL	59	36	60.50%	61.01%	Y

Program Denominator Data

All Student Groups

Measure 1.3 Technical Attainment

Population	Number of Students in Denominator	Number of Students in Numerator	State Adjusted Level of Performance	Local Performance	Meet State Adjusted Level of Performance?
GRAND TOTAL	59	36	60.50%	61.01%	Y

Program Numerator Data

All Student Groups

Measure 1.3 Technical Attainment

Population	Number of Students in Denominator	Number of Students in Numerator	State Adjusted Level of Performance	Local Performance	Meet State Adjusted Level of Performance?
GRAND TOTAL	59	36	60.50%	61.01%	Y

State Adjusted Level of Performance

All Student Groups

Measure 1.3 Technical Attainment

Population	Number of Students in Denominator	Number of Students in Numerator	State Adjusted Level of Performance	Local Performance	Meet State Adjusted Level of Performance?
GRAND TOTAL	59	36	60.50%	61.01%	Y

Calculated Program Results

All Student Groups

Measure 1.3 Technical Attainment

Population	Number of Students in Denominator	Number of Students in Numerator	State Adjusted Level of Performance	Local Performance	Meet State Adjusted Level of Performance?
GRAND TOTAL	59	10	60.50%	61.01%	Y

Does Local Performance Meet the Performance Measure?

When would this be useful?
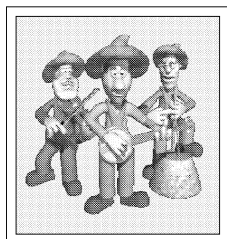
Comparing the performance of
- *different student groups in a school program* ▼ *or*
- *Total district program performance of student groups from all high schools* ◆

Performance Measures Reports

- *Program Profile Table*
- *Program Results*
- *Summary Reports*
- *Student Groups*
- **Special Populations**
- **Race/Ethnicity**
- *Results Chart*
- *District Summary*
- *Program Profile Report*
- *Data Snapshot*

AZ 2005 Performance Measures Special

AZ 2005 ce/Ethnicity
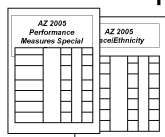
See the gold and goldenrod pages in your handout called "Sample AZ 2005 Performance Measures District Results for Special Populations" and "Sample AZ 2005 Performance Measures District Results for Race/Ethnicity."

Access and Progress

CTE
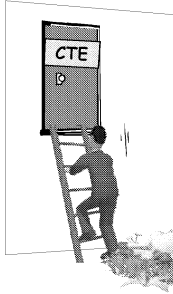
Compares numbers achieving outcomes
- *Available for special pops or race/ethnicity*
- *Available by*
  - *individual school* ⊤
  - *compiled district programs* ◆
  - *whole district* ●.

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Access & Progress

- **Lists the numbers for**
  - *Total student population*
  - *VTE population*
  - *Concentrators*
  - *Completers*
  - *Placements*
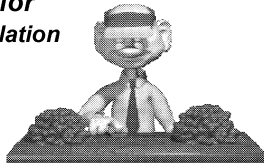
- *Gives percent of males and females*

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Imagine…Your data taking shape…
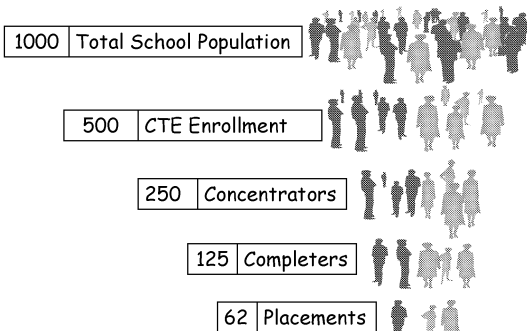
1000	Total School Population
500	CTE Enrollment
250	Concentrators
125	Completers
62	Placements

What pattern do you see?

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Imagine…Your data taking shape…

Is there a problem with your program if your data takes this shape?

What other shapes are possible?

What data shape is better?

Could this happen if all students had access to CTE?

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When Is This Useful?

When comparing the numbers and gender proportions achieving outcomes for special populations or race/ethnic groups in a
– **school ⚊,**
– **district compiled program ◆, or**
– **district as a whole ●**
When comparing genders.

When you want to get a sense of the shape of your data for any of these groups.

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Performance Measures Reports

• *Program Profile Table*
• *Program Results*
• *Summary Reports*
• *Student Groups*
• *Special Populations*
• *Race/Ethnicity*
• **Results Chart** ⇐
• *District Summary*
• *Program Profile Report*
• *Data Snapshot*

Results Chart

See the tan page in your handout called "AZ 2005 Performance Measures District Compiled Results Graph."

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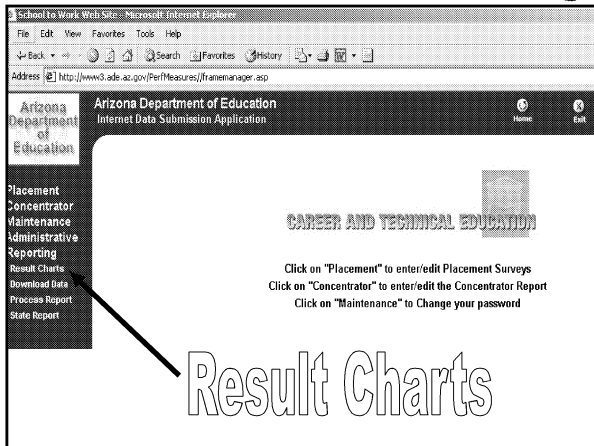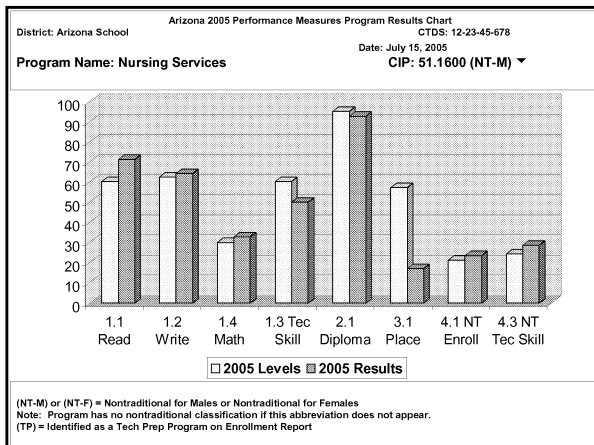
When Is This Useful?

- **When you need a visual comparison of one year's performance measures.**
- **When you need the comparison quickly.**
- **When you can't wait for the results to be emailed back to you.**

Performance Measures Reports

- *Program Profile Table*
- *Program Results*
- *Summary Reports*
- *Student Groups*
- *Special Populations*
- *Race/Ethnicity*
- *Results Chart*
- **District Summary** ⇦ *See the hot pink page in your handout called "Final District-Compiled Low Performance Summary ▼ Report by CTE Program ▼."*
- *Program Profile Report*
- *Data Snapshot*

The only report with comments.

▼▼▼2005 Performance Measures Data ▼▼▼
School Low Performance Summary ▼ Report by CTE Program ▼
*This report calculates school results using July 2005
concentrator and placement data for approved programs only.*
Arizona Department of Education CTE Division

DISTRICT DATA QUALITY IMPROVEMENT ISSUES IDENTIFIED					
		Address ALL DISTRICT LEVEL ISSUES Identified Below:			
District Name	C-T-D-S No.	On-Time Reporting	Accurate Reporting	Identifying Special Pops	Services to Special Pops
		Message Appears Here	Message Appears Here	Message Appears Here	Message Appears Here

SCHOOL LOW PERFORMANCE ISSUES IDENTIFIED											
Performance Measures							Essential Elements				
PM 1.1 Academic Reading Attain	PM 1.2 Academic Writing Attain	PM 1.4 Academic Math Attain	PM 1.3 Tech Skill Attain	PM 2.1 Diploma	PM 3.1 Completer Placement	PM 4.1/4.2 Nontrad Enroll	PM 4.3/4.4 Nontrad Tech Skill Attainment	Deliver a Coherent Sequence Of Instruction	Deliver ALL Program Competencies	Employ Properly Certified CTE Instructor	Sunset Candidate?
01.0300 AGRISCIENCE											
Message Appears Here	Message Appears Here	Message Appears Here	Message Appears Here	Message Appears Here	Message Appears Here	Message Appears Here	Message Appears Here	Message Appears Here	Message Appears Here	Message Appears Here	Message Appears Here
10.0300 GRAPHIC COMMUNICATIONS											

A program that

- **does not have all the essential elements of an approved program or**
- **that has all the elements except meeting performance measures and**
- **does not make substantial improvement**

Is a Program In Review (PIR).

Defining a PIR

Uses information about
- *Performance Measures*
- *Teacher Certification*
- *Enrollment*
- *Data Quality*
- *Timely Reporting*

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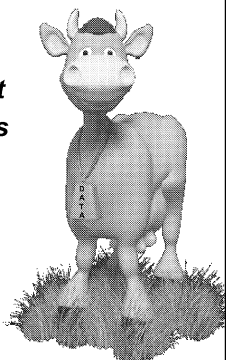
Improving a PIR

- *Some improvement issues may require State Directed Objectives on your current or next Basic Grant.*
- *Some improvement issues may prompt a request or offer of technical assistance.*
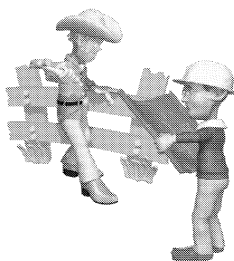
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District Summary Report

The report identifies potential areas where improvement is needed

District-level improvement areas such as
- *On-time reporting*
- *Accurate reporting*
- *Identifying special populations*
- *Serving special populations*

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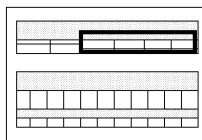
e.g., Notifies you that district was late in reporting last year. This is important since funding is interrupted when a report is late and does not resume until the missing report is submitted.

e.g., Notification that district had high error rates in reported data and is either a candidate for or has received proactive technical assistance.

District Summary Report

The report identifies potential areas where improvement is needed

Program-level improvement areas such as

- *No concentrators*
- *Not meeting performance levels*
- *Missing an essential element*
- *Historically low performance that results in sunset candidates*
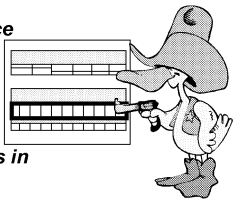
e.g., notification the program has had zero performance for two years.

Notifies you that low performance makes this program a candidate to be sunset.

"Sunset" is the kinder, gentler word for unapproved program.

Yes 2.1

2005 Summary Report

▼ **Half-diamond Report Identifies:**
District & School Level Improvement Issues
Program Specific Improvement Issues for the school program results
References birth dates for specific schools

When Is This Useful?

Improvement

- **When you need to know the low performance areas affecting approval status.**
- **When you need to identify Programs In Review.**
- **When you need to align state-directed objectives and/or funding to improving program performance.**
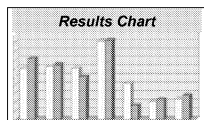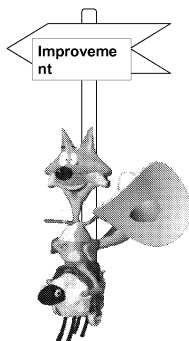

Performance Measures Reports

- *Program Profile Table*
- *Program Results*
- *Summary Reports*
- *Student Groups*
- *Special Populations*
- *Race/Ethnicity*
- *Results Chart*
- *District Summary*
- **Program Performance Profile**
  Data Snapshot

Enrollment
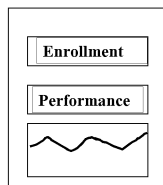
Performance

See the neon yellow page in your handout called "Secondary Program Performance Profile."

Program Performance Profile

Compares
- **enrollment size for all years**
- **performance on each measure for all years**
- **district to state's performance**

Graphs performance for five years

Program Performance Profile
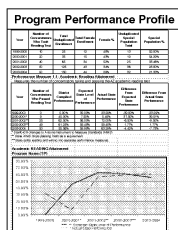
Enrollment Characteristics

- *Numbers and percentages*
- *Students who succeeded*
- *Enrollment*
- *Gender*
- *Special populations*

Enrollment Characteristics

Year	Number of Concentrators Who Took Reading Test	Total Unduplicated Enrollment	Total Female Enrollment	Female %	Unduplicated Special Population Total	Special Population %
1999-2000	10	25	12	48%	13	52.00%
2000-2001	20	35	15	43%	19	54.29%
2001-2002	40	65	34	52%	25	38.46%
2002-2003	80	125	43	34%	36	28.80%
2003-2004	90	150	44	29%	32	21.3%

Another report that allows you to see the shape of your data…

Performance Measure Data

- *Numbers and percentages*
- *Comparison to Expected State Level*
- *Comparison to Actual State Level*

Performance Measure 1.1: Academic Reading Attainment
Measures the number of concentrators taking and passing the AZ academic reading test.

Year	Number of Concentrators Who Passed Reading Test	District Compiled Performance	Expected State Level of Performance	Actual State Performance	Difference From Expected State Performance	Difference From Actual State Performance
1999-2000	0	0.00%	32.00%	23.29%	-32.00%	-23.29%
2000-2001*	5	45.00%	7.50%	5.49%	37.50%	39.51%
2001-2002**	25	62.50%	55.00%	72.00%	-0.50%	-9.50%
2002-2003***	40	61.20%	59.48%	59.48%	1.77%	1.77%
2003-2004	50	55.55%	59.98%	63.29%	-4.42%	-7.73%

* Stanford 9 changes to Arizona Instrument to Measure Standards (AIMS)
** State AIMS drops passing math as a requirement
*** State splits reading and writing into separate performance measures.

Performance Graph

- *For the period 2000-2005*
- *Plots Expected State Level*
- *Plots Actual State Level*
- *Plots District Level*

Academic READING Attainment
Program Name (TP)
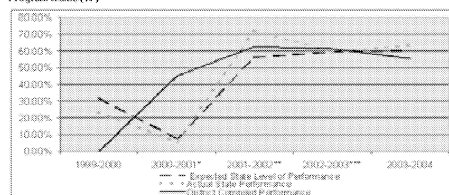
When Is This Useful?

- *Whenever you need to know the program's performance level for more than one year.*
  - *When you need to determine if a Program In Review is improving over time.*
- *See trends in enrollment characteristics.*
- *See trends in special pops participation.*
- *Share results with stakeholders.*
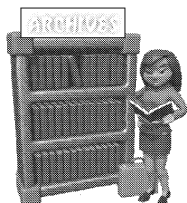
Performance Measures Reports

- *Program Profile Table*
- *Program Results*
- *Summary Reports*
- *Student Groups*
- *Special Populations*
- *Race/Ethnicity*
- *Results Chart*
- *District Summary*
- *Program Profile Report*
- **Data Snapshot** ⇐

See the dark green page in your handout called "2005 Data Snapshot."

State Data Snapshot

ARIZONA DEPARTMENT OF EDUCATION

SUPERINTENDENT TOM HORNE

Career and Technical Education
What's New

2004 CTE State Data Snapshot Report

http://www.ade.az.gov/cte/WhatsNew/StateDataSnapshot.pdf

District Data Snapshot

Select a Report Type:

District Data Snapshot
Program Results
Performance Measures Summary
Results for All Student Groups
Special Population Results
Race/Ethnicity Results
District Summary
Program Profile
District Data Snapshot

District Data Snapshot

Data Snapshot

CAREER AND TECHNICAL EDUCATION
2003 DATA SNAPSHOT

Student Population	Total Number
2003 High School 9-12 Enrollment	289,971
2003 Total CTE 9-12 Enrollment	125,010
2003 Level III CTE Program Enrollment	73,747
2003 CTE Concentrators with 2 Credits	16,122
2003 CTE Program Completers	9,204
Number of FY 2002 CTE Completers Placed in Postsecondary School, Job or Military After Graduation	6,175
Number of Additional FY 2002 CTE Concentrators Placed in Postsecondary School, Job or Military After Graduation	3,187

Only report to reference state concentrator placements.

Another report that allows you to see the shape of your data…

Data Snapshot

12,372 CTE Concentrators Who Left Secondary Education in 2003 took AIMS Writing	75.52% meet or exceed the standard
68,859 High School Students Take 2003 AIMS Math*	30% meet or exceed the standard
12,868 CTE Concentrators Who Left Secondary Education in 2003 took AIMS Math	35.77% meet or exceed the standard

CTE Students comprise 43.11% of 9-12 High school enrollment
59% of CTE total enrollment take program-level courses
21.90% of CTE program-level students take a concentration of 2 credits
57.09% of students with a concentration of 2 credits complete a CTE program
79.37% of the 6774 FY 2002 CTE program completers are placed in postsecondary school, a job, or the military

* See: http://www.ade.state.az.us/ResearchPolicy/AIMSDResults
SNAPSHOT compiled by the Career and Technical Education Division
Arizona Department of Education. 02/15/2004

Compares non-CTE students who took the AIMS test this year with
CTE concentrators who left school this year.

If the news is not so good

Include research based improvement strategies in your improvement plan.

According to research, what is the single most effective strategy for improving a student's reading ability?

ANSWER:

Reading in the content area.

When Is This Useful?

- **Comparing how your CTE students who leave high school perform against other students who took the AIMS test that year.**
- **Looking at how concentrator placement supports your program outcomes.**
- **Comparing how many students move through each phase of the CTE experience – enrollment, concentration, completion and placement.**
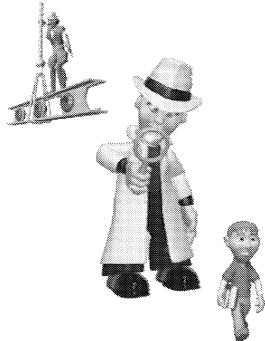
Congratulations!

Now you know more about how to choose, read, and use CTE performance reports.

Recognize the icons for ⌐school and ◆ district.

Recognize 10 different types of reports.

Recognize how each is useful in analyzing performance.

Extra Credit!

How are the 2005 reports different than the 2004 reports?

_____
_____
_____
_____

_____
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_____

Data Quality Reviews

- Why me?

DATA QUALITY

- Data Quality Reviews
- Proactive Technical Assistance

Who is a candidate?

- Your district will be chosen if one or more of the following conditions apply:
  - When there appears to be missing data
    - Reporting W7's (graduates) **only**
    - Reporting 100% Completers (all students attained at least 80% of the competencies or passed an assessment)
  - Special Populations reporting appears to be inaccurate
    - Reporting only special populations or no special populations
  - Program requested or received a program approval exception because it is missing an '**essential element**' of an approved program.

What is an Essential Element of an Approved Program?

1. A coherent sequence of instruction.
2. Includes all the state-designated program competencies.
3. Any program on the current CTE Program List.
4. Taught by an appropriately certified teacher per CTE certification requirements.
5. Evaluates program performance annually and meets or exceeds established state performance measures.
6. Includes student work-based participation that involves actual work experience and connects classroom learning to work activities.

Who is a candidate?

- Sampling
  - A district that reports concentrators in a program that is new to the State CTE program list,
  - A district that reports concentrators in a program that is a new program to the district, or
  - A district is reporting concentrators for the first time.

  In each of these examples, the data quality in each of these programs has never been reviewed.

  Oh, and…

  a district may request a Data Quality Review.

  PICK ME, PICK ME!!!

What is a Data Quality Review?

- Between July 5 and September 15, representatives of ADE/CTE will make visits.
- You may be one of the lucky ones, because you were part of a sample, or
- Your district may also be included in the districts to receive a DQR because:
  - There appears to be missing data (Graduates only, Completers only)
  - There is a program or programs that have all or no IVEP's
  - Requests or receives a program approval exception because it is missing an essential element of an approved program
  - Belongs in the sample of programs new to the state CTE Program list, or
  - Belongs in the sample of programs new to local districts

What happens during a DQR?

- A representative from ADE comes to see your Local CTE Director with:
  - A list of Concentrators and Completers, by School, by Program.
  - A List of Placement Students,
  - A copy of the final VOCI 21-1 (Master print of 40th and 100th Day Enrollment), and
  - A copy of the final VOCI 26-1 (Master print- -Program Enrollment) for the current and past year.
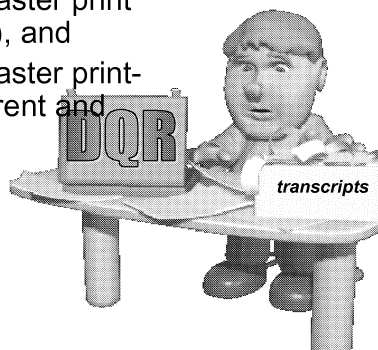
transcripts

What are we looking for?

- Data Quality Problems

  Missing data
  - If you are only printing transcripts for W7's, your district may be missing out on reporting some students as Concentrators. (You are required to report W3's, W4's and W5's)
    - W3 – Expelled or long-term suspension
    - W4 – Excessive absences or Status Unknown
    - W5 – Dropped Out

  A student enrolled in more than one CTE course and that has only one IVEP only gets reported as Special Pops in the course the IVEP is written for.

  IVEP's are not written because the student has an IEP.

  Program has requested a program approval exception or received a program approval exception

What happens at a DQR?

- We compare the VOCI 21-1 and VOCI 26-1 to see if the programs listed on the Course Enrollment are also reported on the Program Enrollment
- We look at Student Records to ensure they have sufficient documentation to be reported as a Concentrator or Completer.
  - Transcript must show the withdrawal code and date of graduation.
  - IVEP's must have the date of service and must match the program it is being reported in.
  - Competency tracking reports must show:
    - when the competency was attained,
    - the level of attainment,
    - the method of assessment,
    - the student's level of proficiency, and
    - written criteria defining how to judge performance.

DQR
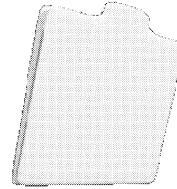
- **What is a Student Record?**
  - **A Transcript with CTE Courses highlighted**
    - The transcript must show us the student has left school with a W3, W4, W5 or W7.
  - **An IVEP (if applicable)**
    - The IVEP must match the program you reported to us and must have the 5 qualifiers of an IVEP:
      - Category
      - Student's goals, strengths and weaknesses
      - Services required to reach those goals
      - Person or agency assigned to provide the service
      - Student's performance level after receiving services.

DQR

- **What is a Student Record, cont'd?**
  - Competency Records for all courses a students has taken and are highlighted on the transcript, or
  - Assessment results if the student took an exam to become certified in a program (CNA)

What can I expect at the DQR?

- We will want to see Student Records
- We would love a copy of your course handbook
- We may ask to see copies of class rosters
- We need copies of each program's annual evaluation documentation
- We will ask questions about how you collect data.
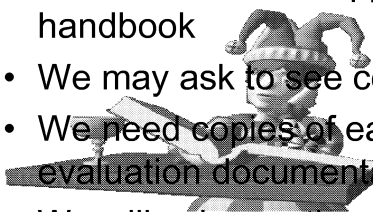
What happens if I have errors?

- Correct them, ASAP!
  - We will give you a deadline, and if your corrections are not made on time, you will see this on your District Summary Report.
- If the transcript does not support the definition of a concentrator, the record must be deleted.
- If the competencies or assessment documentation does not support the definition of a completer, the record would need to be edited.

What happens if my data has errors?

- If the placement survey or transcript does not support the definition of a Placement, the record should be deleted or edited.
- If a special population student were inappropriately identified, the IVEP information would need to be modified
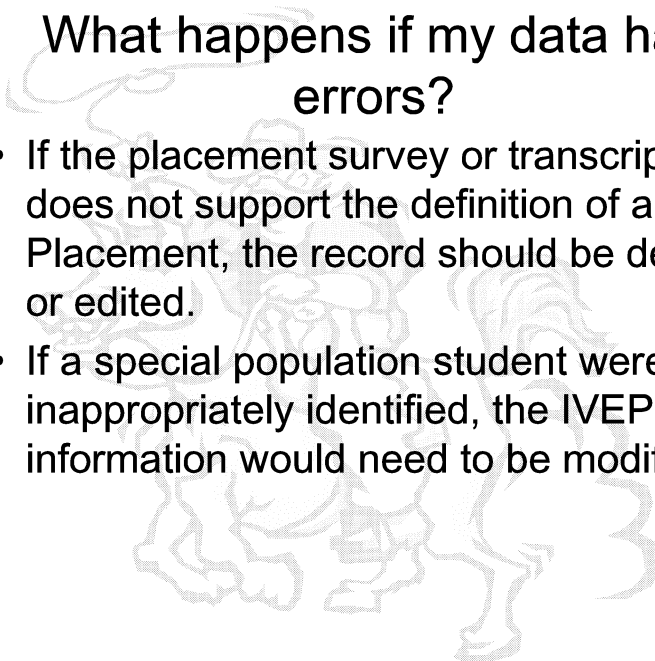
If your data has errors:

- You need to get the corrections done sometime between the time the DQR takes place and September 30, 2005. If your errors are not corrected by the due date, funding is interrupted until the corrections are made.
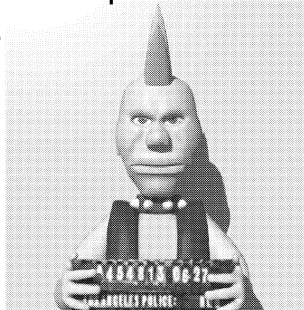
What happens to Performance Measures as a result of a DQR?

- If there are errors, once the corrections are made, your Performance Level Calculations will be recalculated immediately.
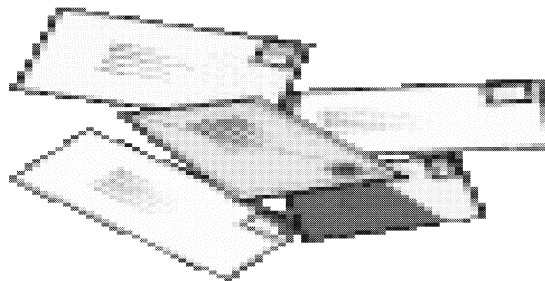
And what will happen if the corrections are NOT made?
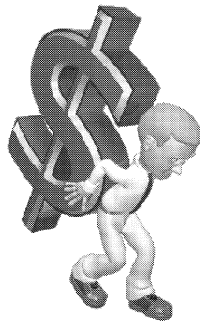
- In 2002, Arizona CTE implemented the policy of interrupting funding if a district misses course and program enrollment reporting deadlines or fails to correct errors as required.

- This strategy is aimed at helping improve the timeliness of CTE program approval decisions, which affect funding eligibility. If edits are not completed by the due date, the district's CTE funding is interrupted until corrections are made.

Now you bring up Technical Assistance?

- Proactive Technical Assistance will focus on helping districts and programs to improve the accuracy of their data collection and reporting during the months preceding the July 1 reporting deadline.

Let us help you clean the data!

Who is a candidate for Proactive Technical Assistance?

- You ASK for it!
- A previous Concentrator error rate greater than 10%,
- A previous Placement error rate greater than 10%,
- New Local Administrator reporting CTE enrollment and Performance results for the first or second time,
- Previously inadequate special pops reporting,
- Late reporting or request for extension,
- Previously inconsistent course and Program enrollment reports, or
- You ASK for it!

What is Proactive Technical Assistance?

- During and between February and July, representatives of ADE/CTE may visit to assist with any of the following areas:
  - Identifying students with two or more credits in a CTE Program,
  - Identifying students who should be reported (or not reported) as IVEP students,
  - Acceptable assessment and documentation of student learning,
  - Accurate enrollment reporting using the on-line reporting system,
  - Accurate Concentrator or Placement reporting using the on-line reporting system, or
  - Accurate Concentrator or Placement reporting using a text file or email attachment.
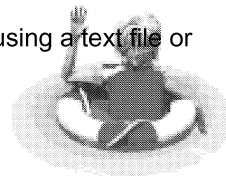
What happens at this TA visit?

- We will use concentrator, placement, course/program enrollment, and annual evaluation results submitted previously, the visit seeks to ensure improved accuracy of information reported in the current year.
- We investigate previous areas with problems to determine if the problems remain in the current year, and attempt to resolve them.
- Technical assistance can include answering questions, explaining definitions, and offering suggestions that work in similar situations at other districts.
- We can help you locate technical reference documents for using the CTE online reporting systems.

The Technical Assistance Visit

- At the Technical Assistance visit, we may need to see and review documentation, such as:
  - Individual student records and transcripts,
  - Course rosters,
  - Course descriptions and handbooks,
  - Placement Surveys,
  - Annual evaluation documentation.
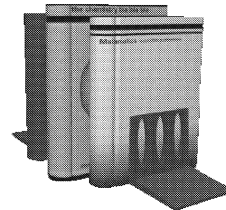
Proactive Technical Assistance

- We might ask to come see you
- Some response from districts who received Proactive Technical Assistance this year were:
  - You just made my job so much easier!
  - I didn't know I had to have all that documentation on file!
  - I didn't realize how much easier it could be. Thanks for all your help!
- You can request it
  - Maybe you have a new Local Director?
  - Maybe you have a new Administrative Assistant?
  - Maybe you have been doing this for years, but you just need a refresher?
  - You work better one on one.

Places to go for help!!!
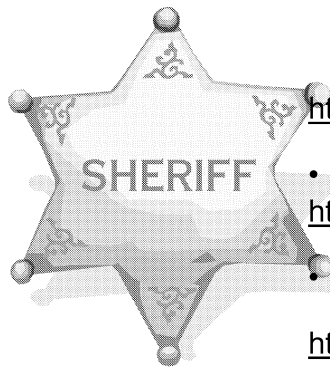
- For the "Secondary FY 2005 Guidelines for Program Evaluation and Continuous Improvement" document:
  http://www.ade.az.gov/cte/API/PMGuide2005v3110904.pdf
- For "The Handbook":
  http://www.ade.az.gov/cte/careerpathways/TheHandbook0405.pdf
- For all *Current* Level II Competency Tracking Records:
  http://www.aztechprep.org/Vocational_Programs/Level_II/level_ii.html
- and *Current* Level III Competency Tracking Records:
  http://www.aztechprep.org/Vocational_Programs/Level_III/level_iii.html

Proactive Technical Assistance

- You should contact:
  - Marilee Johnson, Manager
    Phone: 602-542-5358
    Email:mjohnso@ade.az.gov
  - -- Penny Legge, Accountability
    Specialist
    Phone: 602-364-2470
    Email: plegge@ade.az.gov
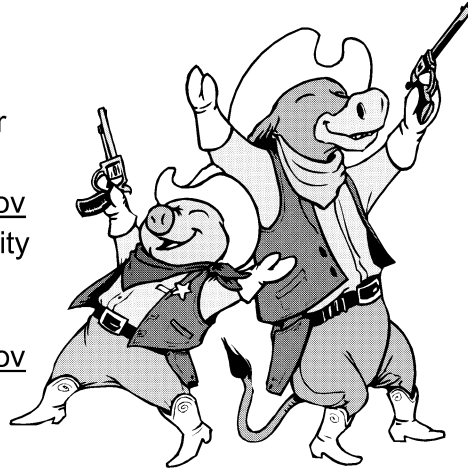
CTE GENERALIZED CALENDAR

August

Final Narrative Reports due for Basic Grant projects ending June 30th
Final Cash Management Reports due 18th of month for federal projects ending September 30th
Fiscal Year Preliminary Funding Reports mailed to LEA pending state appropriation

September

Response to Current Fiscal Year Preliminary Funding Reports due to CTE from LEA
Completion Reports due September 30th for projects ending June 30th
Cash Management Reports due 18th of month for next month's federal payments
"Second Stage" Notifications of Intent (NOI) submissions due September 15th (as needed)
Fiscal Year **Final** Funding Reports mailed to LEA

October*

Notification to LEA to submit electronic 40th Day Course Enrollment Reports to CTE
Basic Grant Applications due October 1st
Cash Management Reports due 18th of month for next month's federal payments

November

Electronic submission of 40th Day Course Enrollment Reports due to CTE from LEA
Final Narrative Reports due for Basic Grant Projects ending September 30th
Cash Management Reports due 18th of month for next month's federal payments

December

40th Day Course Enrollment **Verification** Reports to be mailed to LEA from CTE
Completion Reports due December 31st for projects ending September 30th
Cash Management Reports due 18th of month for next month's federal payments

January

40th Day Course Enrollment **Signed Verification** page(s) and electronic corrections due to CTE from LEA
Midyear Narrative Reports due for Basic Grants ending June 30th
Cash Management Reports due 18th of month for next month's federal payments

February

Notification to LEA to submit electronic 100th Day Course Enrollment Reports to CTE
District follow-up for current fiscal year Student Graduate Placements and Concentrators should begin by the end of February
Cash Management Reports due 18th of month for next month's federal payments

March

Electronic submission of 100th Day Course Enrollment Reports due to CTE from LEA
Amendments due March 31st for all projects ending June 30th
Cash Management Reports due 18th of month for next month's federal payments
100th Day Course Enrollment **Verification** Reports mailed to LEA from CTE

April

100th Day Course Enrollment **Signed Verification** page(s) and electronic corrections due to CTE from LEA
Notification to LEA to submit electronic Program Enrollment Reports to CTE
Electronic submission of Program Enrollment Reports due to CTE from LEA
Cash Management Reports due 18th of month for next month's federal payments
Notifications of Intent (NOI) due April 1st

Priority Programs Application due date flexible based upon data submissions by all districts

May

        Program Enrollment **Verification** Reports mailed to LEA from CTE

        Program Enrollment **Signed Verification** page(s) and electronic corrections due to CTE
         from LEA

        Final Cash Management Reports due 18th of month for federal projects ending June 30th

June

        Program Enrollment **Final** Reports mailed to LEA from CTE

        Amendments due June 30th for projects ending September 30th

        Desk or On-Site Monitoring Reports due as specified by Basic Grant Specialist

July 1st

        Performance Measures Concentrator and Placement Surveys Reports due to CTE

Glossary
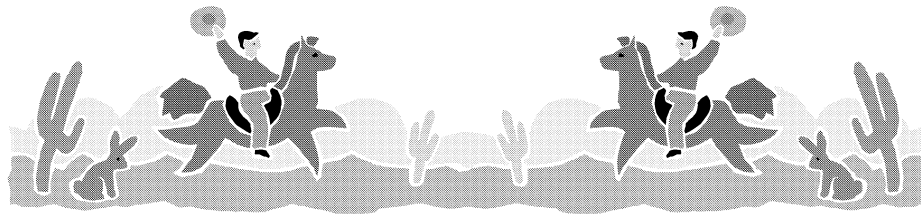
DATA REPORTING DEFINITIONS
(In alphabetical order)

Articulated Student — A student who attends another school in another district, or a community college or skill center. Monies from the Career and Technical Education State Block Grant Funding for articulated students are generated to the home district. (see **Shared District Instruction (SDI)** — Students that articulate from one school to another **in the same district**).

Approved Program — An active, approved program **must** meet the 6 criteria below:
1. A coherent sequence of instruction -- Levels I, II, and III. (The recommended program sequence of courses in each CTE program can be found in the Coherent Sequence and Certification section of this handbook).
2. Includes all the state-designated program competencies.
3. Any program on the current CTE Program List.
4. Taught by an appropriately certified teacher per CTE certification requirements.
5. Evaluates program performance annually and meets or exceeds established state performance measures.
6. Includes student work-based participation that involves actual work experience and connects classroom learning to work activities.
    Please Note: Districts should still plan to implement work-based participation. Work-based participation was one of the requirements of an approved program to be implemented in FY2003.

Career and Technical Education (CTE) — CTE provides students with technical skills, knowledge and training necessary to succeed in specific careers and occupations. It also prepares the students for the world of work by introducing them to workplace competencies that are essential no matter what career they choose. Contextual learning makes academic content relevant to the real world.

Career and Technical Education Program — A coherent sequence of instruction designed to deliver all state-designated program competencies for any program on the CTE Program List. A program is directly related to preparing individuals for employment in an occupation. Active, approved and provisionally approved programs qualify to apply for state and federal funding.

Carnegie Unit — One unit of transcripted credit awarded in grades 7-12 for a minimum of 120 clock hours of instruction during the regular school year, or 120 clock hours of instruction during summer school.

CIP — (Classification of Instructional Programs). The U.S. Department of Education's standard educational program classification system. It includes a uniform numbering system and description of educational programs.

Competency — An educational "construct/concept" or abstraction derived from workplace task, knowledge, skill or ability requirements. State-designated Level I, II and III competencies are those published in CTE curriculum frameworks. The occupational Level III program competencies for each CTE program are used to document and calculate student proficiency for Performance Measure 1.3 (Career and Technical Attainment).

Competency Attainment — Successful, demonstrated and documented achievement of a competency. Acceptable documentation includes the student's name, each state-designated program competency mastered, date of mastery, method of assessment **and written criteria for judging successful mastery**. Acceptable documentation can include multiple information sources or be a single record per student. Documentation is required for Level III competencies until a state-adopted technical proficiency assessment is in place.

Completer — A concentrator who passes the state-adopted proficiency assessment **Or** in the absence of a state proficiency assessment, a concentrator who passes at least 80% of the total program competencies and is documented as attaining at least 80% of the occupational Level III program competencies in an approved CTE program. Such a student may also be referred to as a **Program Completer**. The percentage of competencies attained is always calculated as:

Student's documented number of occupational Level III program competencies attained
Total number of occupational Level III program competencies

Concentrator — A student who achieves two Carnegie units/transcripted credits in a single CTE program. One unit/transcripted credit must be in a Level III course. Such a student may also be called a **Program Concentrator**. Examples include earning:
- 1 credit in Level I and 1 credit in Level III; or
- 1 credit in Level II and 1 credit in Level III; or
- 2 credits in Level III

Note: Although a student can achieve concentrator status in any grade 9-12, **concentrators are only included on the Concentrator Report when they leave secondary education in the reporting year.**

Course Code — The 8 digit CIP number associated with CTE courses. The numbers may be found in the CIP Codes and Titles list. The 8th digit may be used by the district to designate course sequencing, using 0-9 as the 8th digit.

Course Title — The title for courses (8 digit number). The titles may be found in the CIP Codes and Titles list.

County Type District School (CTDS) — County/Type/District/School code. The school number must be accurate to ensure data is correctly credited to your school. Contact the CTE Management Information Services Unit, 602-542-5486 or 602-542-5711, for school CTDS information.

District's Planned Sequence of Courses — The comprehensive coherent sequence of instruction designed to deliver the Levels I, II and III state-designated program competencies for a CTE program. Local sequences are outlined in the district's local application for Carl Perkins Basic Grant funds. The Carnegie units/credits earned in these courses determine the students who achieve concentrator status.

Duplicated Count — One student may be enrolled and counted for data collection purposes in more than one course. Duplicated student count is used when completing Course Enrollment 40th and 100th Day Reports.

Essential Elements — On March 28, 2005, the State Board of Education approved on recommendation from the CTE State Advisory Committee that a CTE Program must have these essential elements:
- Specified on the current CTE Program List
- Evaluates program performance annually and meets or exceeds established state performance measures
- Taught by an appropriately certified teacher per CTE certification requirements.
- Offers student work-based participation that involves actual work experience connects classroom learning to work activities
- Delivers a coherent sequence of instruction
- Teaches all the state-designated program competencies
- Requires student participation and career exploration for grades 7-9

Individualized Career and Technical Education Plan (IVEP) — Required for each Career and Technical student who is a member of a special population category and who is receiving special services in order to succeed in their CTE program. An acceptable IVEP is a written plan that specifies all of the following:
- Eligible category in which services are provided to this student
- Student's goals, strengths and weaknesses
- Services required to reach those goals
- Person or agency assigned provide the service
- Student's performance level after receiving the services

Some examples of services, modifications or accommodations include: smaller classes, modification to classroom or equipment, alternative assessment instruments or strategies and/or additional time for completion or tutoring services.

Level III Career and Technical Education Course — A course within a district's planned CTE sequence that delivers occupational Level III program competencies. Course CIP codes 90.0000 and above are not considered Level III.

Minutes Per Week — Funding is based on a minimum of 225 minutes per week per course.

12-3

Notification of Intent (NOI) — The CTE Unit has developed a **Notification of Intent** form used to notify the CTE Unit when you intend to implement a new CTE program. This form allows CTE to provide technical assistance in implementing a quality program, assign a Birth Date and add the new program to the school's Program Profile Table. The form and instructions for submitting the form by April 1 each year can be found at these web sites: http://www.ade.az.gov/cte/WhatsNew/

In the event a district that is already offering approved CTE programs needs to submit an NOI after April 1, it is possible to submit a **Second Stage NOI** form by September 15. A Second Stage NOI form must be accompanied by

- Rationale for the new program
- Rationale for late submission
- Copy of Level III teacher certification or plan for submitting application
- Accurate enrollment information for the current school year
- Level II and Level III course syllabus for the program
- List of Advisory Committee membership

Performance Measures — Set of measures developed and approved by the state Board for Career and Technical Education to measure student outcomes. The process will include a Local Evaluation for the purposes of Program Improvement.

Placement Funding — Funding to districts generated by CTE students who have graduated. Their status will be verified by an appropriate survey response to ADE. Any of following count for placement:

- Employment in a program <u>related</u> position
- Enrollment in <u>related</u> post secondary education or advanced training
- Serving in active military duty in a <u>related</u> program

Program — Coherent sequence of instruction, which delivers a set of prescribed State competencies attributed to a specified instructional program.

Program CIP Code — Six-digit code, which identifies the CTE program. Program CIP codes are used on the Comprehensive Program Enrollment Reports, Concentrator Reports and Placement Reports.

Program Title — Title of the CTE Program listed as provided in the Handbook.

Racial and Ethnic Codes — Required information that identifies racial or ethnic groups for reporting purposes. Such information is required on Enrollment, Concentrator and Placement reporting. There are five codes:

- White non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa or the Middle East. Excludes persons of Hispanic origin.
- Black non-Hispanic: A person having origins in any of the black racial groups in Africa. Excludes persons of Hispanic origin.
- Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- American Indian or Alaskan Native: A person having origins in any of the original people of North America and maintaining culture identification through tribal affiliation or community recognition.
- Asian or Pacific Islander: A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

Shared District Instruction (SDI) — Students that articulate from one school to another **in the same district.** (see **Articulated Student** — A student who attends another school in **another district, or a community college or skill center**. Monies from the Career and Technical Education State Block Grant Funding for articulated students are generated to the home district).

Signature of Superintendent or Authorized Official — All completed enrollment forms submitted to ADE must be signed and dated by the appropriate district superintendent or authorized official whose name is on file at ADE as authorized. An "authorized official" may be the district or school Career and Technical director or another designee of the superintendent.

Special Populations — Eligible categories of students who may receive services in order to succeed in CTE courses and programs. Services provided must be documented on the student's IVEP. A student may only be reported in one special population category. Report using the **primary/most significant category applicable** to the student from this list of eligible groups: If the student qualifies in two or more categories, select the one that most predominately identifies the student's needs relative to succeeding in the CTE course.

Handicap/Disabled — Student with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) as follows: a physical or mental impairment that substantially limits one or more of the major life activities of that individual; a record of such an impairment; or being regarded as having such an impairment; and **who requires assistance to succeed in their CTE program.** Includes those students evaluated under IDEA and determined to be in need of special education and related services and any individual considered disabled under Section 504 of the Rehabilitation Act of 1973.

LEP —Student with Limited English Proficiency **who requires assistance to succeed in their CTE program**: a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, writing, or understanding the English language and-

- Whose native language is not English
- Who lives in a family or community environment in which a language other than English is the dominant language

Economically Disadvantaged —Family or individual, including foster children, which the Local Educational Agency identifies as low income (on the basis of uniform methods described in the State plan) **and who requires financial assistance to succeed in Career and Technical Education.** Examples of eligibility definitions include:

- Annual income at or below the official poverty line
- Eligibility for free school lunch
- Eligibility for Aid to Families with Dependent Children or other public assistance programs
- Eligibility for participation in programs assisted under Title I of the WIA

Academically Disadvantaged — Student at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale, or who fails to attain minimum academic competencies and **who requires assistance to succeed in their CTE program.**

Single Parent —Any individual **who requires assistance to succeed in their CTE program** and who:

- as custody <u>and</u>
- Responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence

  Note: For eligibility purposes, a person who provides child support but no custodial care is not considered a single parent. Single pregnant women are eligible for services.

State-Designated Program Competencies —The Level I, II and III competencies published in CTE curriculum frameworks available from the CTE Unit of the ADE. The occupational Level III program competencies for each CTE program are used to document and calculate student Career and Technical proficiency for Performance Measure 1.3 (Career and Technical Attainment).

Sufficient Size and Scope —

Perkins III Sections 134(b)(5) and 135(b)(7) state that a program be "of sufficient size, scope and quality **to be effective**." Published state guidelines defining "sufficient size and scope" for Arizona are **Scope:** Programs must have a coherent sequence of instruction covering all program competencies. (Criteria 1 and 2, State Board) **Size:** Sufficient size is measured using the average annual enrollment of all courses using the same six-digit program CIP number (see Appendix for approved list FY04) on the 40th and 100th day course enrollment report (VOCI 21). A tiered system will reflect high school site enrollment based on unduplicated October enrollment: Small schools with an unduplicated October enrollment of less than 300 will need an average program enrollment of 5 students per semester. High school sites with an unduplicated October enrollment of 300 or more will need average program enrollment of 10 students per semester. Sites will be allowed to average courses with the same six-digit program number. Existing and new programs below these average enrollments are of insufficient size and are unapproved programs. Funds are not generated for an unapproved program and only local funds can be spent on an unapproved program. Arizona now has a formal procedure to request an exemption from this or other essential program requirements. It is available at this website: http://www.ade.az.gov/cte/API/. From this link scroll down to: Request for Exemption. Both the Word and text-based formats are available. Any program requesting an exemption for program size must provide evidence-based information, such as historical program performance outcomes, to support their request.

Sunset Program — A CTE program at a participating LEA may be sunset or unapproved by ADE for many different reasons. For a complete list of these reasons, please see the **Secondary FY 2005 Guidelines for Program Evaluation And Continuous Improvement.** To print a copy of these guidelines, see the online manual at:
http://www.ade.az.gov/cte/API/

From this link scroll down to: **Secondary 2005 Guidelines for Program Evaluation and Continuous Improvement - Updated November 2004**. This is an Adobe Acrobat document that you can open and print (there is also a text version available).

Tech Prep —An education program of study that combines at least two (2) years of a secondary Approved Career Technical Education Program, two years of post secondary career education, and contextual academic education at each level in a non-duplicative sequential course of study. An approved Tech Prep program of study will include documentation of articulation between secondary and post secondary education agencies supervised by the Director of the approved local Consortium.

Total Grade Enrollment — The total number of students enrolled for the Course Code listed.

Unduplicated Count/Enrollment — A student is counted only once, even if that student is enrolled in more than one program. Unduplicated student count is used on the Program Enrollment and Concentrator Reports.

Unduplicated Program Reporting —
When a student is counted only once even though he/she may meet more than one criterion. Unduplicated reporting is required on the year-end Program Enrollment Report, the federal Concentrator Reports, and federal Placement Reports. It is now possible to enter duplicate Concentrator or Placement records as state records. Suggested guidelines for determining when to report a student who is enrolled in more than one program as a federal unduplicated record include:

- Reporting the student when they represent the minority gender in a nontraditional program or
- Reporting the student based upon a declared career goal or
- Reporting a student based upon the most credits achieved in a CTE program or
- Reporting a student based upon their latest CTE program credits achieved

Resources

Arizona Department of Education
Career and Technical Education Staff Directory

Name	Title	Phone	E-Mail	Fax
Ericksen, Milton D.	Deputy Associate Superintendent	542-5212	mericks@ade.az.gov	**602-542-1849**
Bowersock, Kathy	Web and Database Specialist	542-5805	kbowers@ade.az.gov	
Cabrera, Claudia	Program and Project Specialist	542-5819	ccabrer@ade.az.gov	
Deemer, Doug	Program and Project Specialist	542-5282	sdeemer@ade.az.gov	
Career Pathways Team		**Phone**	**E-Mail**	**Fax**
Bootsma, Helen	Education Program Director	542-5963	hbootsm@ade.az.gov	**602-542-1849**
Bilan, Janice	State Supervisor, Health & Community Service Careers	542-3374	jbilan@ade.az.gov	
Cone, Sheri	CTSO Specialist, FCCLA	542-3040	scone@ade.az.gov	
Epperson, Joe	State Supervisor, Industrial Technology	542-5423	jeppers@ade.az.gov	
Fiscus, Dennis	State Supervisor, Agriculture/Tech Prep	542-5356	dfiscus@ade.az.gov	
Gandy, Janet	State Supervisor, Business	542-5046	jgandy@ade.az.gov	
Grandil, Tyler	CTSO Specialist, FFA	542-5564	tgrandi@ade.az.gov	
Hamilton, Ryan	CTSO Specialist, FBLA	542-5350	rhamilt@ade.az.gov	
Kleinkopf, Lila	State Supervisor, Family & Consumer Sciences	542-5487	lkleink@ade.az.gov	
Padilla, Shea	State Supervisor, Marketing, Media & IT	542-5049	spadill@ade.az.gov	
Shvets, Oleg	CTSO Specialist, DECA	542-5354	oshvets@ade.az.gov	
Soldat, Scott	CTSO Specialist, SkillsUSA	542-5565	ssoldat@ade.az.gov	
Federal Vocational Programs Team		**Phone**	**E-Mail**	**Fax**
Darby, Karlene	Education Program Director	542-3450	kdarby@ade.az.gov	**602-364-4035**
Bartz, Tom	Educ Prog Spec Basic Grant	542-7856	tbartz@ade.az.gov	
Brite, Jan	Educ Prog Spec Basic Grant & Education Professions	542-4365	jbrite@ade.az.gov	
Budinger, Kerry	Educ Prog Spec Basic Grant	542-3437	kbuding@ade.az.gov	
Ellis, Roger	Educ Prog Spec Basic Grant	542-2298	rellis@ade.az.gov	
Hurwitz, Rose	Educ Prog Spec Basic Grant	542-5075	rhurwit@ade.az.gov	
Martinez, Sheila	Program and Project Specialist	542-5137	shmarti@ade.az.gov	
Roberts, Jeanne	Educ Prog Spec Basic Grant, OCR & FEA	364-2211	jrobert@ade.az.gov	
Vacant	Educ Prog Spec Basic Grant	542-5315		
Grants and Management Info Services Team		**Phone**	**E-Mail**	**Fax**
Davis, Ted	Education Program Director	542-5349	tdavis@ade.az.gov	**602-542-5832**
Butts, Kathy	Administrative Assistant/Grant Services	542-5076	kbutts@ade.az.gov	
Chavez, Tammie	Contract Management Specialist	542-3839	tchavez@ade.az.gov	
Hofer, Della	Enrollment Specialist	542-5711	dhofer@ade.az.gov	
Kerwin, Donna	Education Program Spec Management Information	542-7881	dkerwin@ade.az.gov	
Ryan-Schmidt, Nancy	Education Program Spec Grant Svcs	542-3823	nryan@ade.az.gov	
Saline, Steve	Education Program Spec Mgmt Info	542-5566	ssaline@ade.az.gov	
Wilson, Jet	Enrollment Specialist	542-5486	jwilson@ade.az.gov	
Program Improvement Team		**Phone**	**E-Mail**	**Fax**
Johnson, Marilee	Education Program Director	542-5358	mjohnso@ade.az.gov	**602-542-1849**
Ellis, Paulett	Curriculum Specialist	542-5660	pellis@ade.az.gov	**602-364-2478**
Legge, Penny	Accountability Specialist	364-2470	plegge@ade.az.gov	
Mellegard, Susan	State Guidance Supervisor & AzCRN	542-5353	smelleg@ade.az.gov	
Timlin, Ray	Postsecondary Accountability Specialist	364-0322	rtimlin@ade.az.gov	
Vacant	Accountability Research Specialist	364-2475		
Vacant	Professional Development Specialist	542-5357		
Workforce Development Team		**Phone**	**E-Mail**	**Fax**
Kooistra, Jim	Education Program Director	542-5142	jkooist@ade.az.gov	**602-542-5132**
Mathis, Cassandra	Education Program Specialist	542-5186	cmathis@ade.az.gov	
McKinney, Pat	Contract Mgmt Specialist	542-5143	pmckinn@ade.az.gov	
Silao, Janet	Program and Project Specialist	542-5485	jsilao@ade.az.gov	
Vacant	Education Program Specialist	542-4693		
Vacant	Education Program Specialist	542-3045		

Mailing Address: Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007
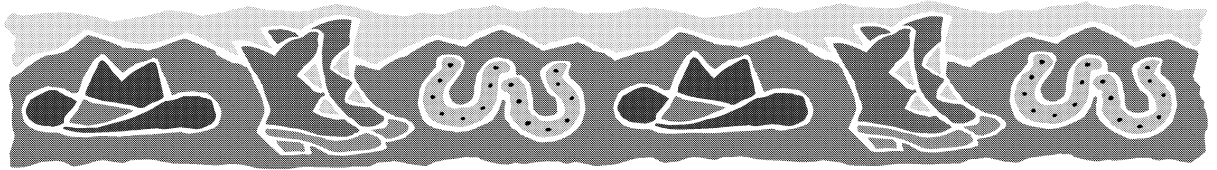
PRESENTERS OF THE 2005 ACTE
PRE-CONFERENCE
Saturday July 16, 2005
(in alphabetical order)

Tammie Chavez
Contract Management Specialist
Grants & Management Information Services Team
Career and Technical Education Unit
602-542-3839
tchavez@ade.az.gov

Tammie is your first contact regarding the Grants Management Enterprise System. Her responsibilities include the financial portion of the following federal grant applications: Carl Perkins Basic, Tech Prep, Statewide Leadership, Corrections and Nontraditional; as well as Learn and Serve - Arizona Adult, Youth and Capacity Building. She also handles amendments and completion reports for these grants and can answer questions concerning cash management for federal projects and state Priority Programs.

Della Hofer
Enrollment Specialist
Grants & Management Information Services Team
Career & Technical Education Unit
602-542-5711
dhofer@ade.az.gov

Della is a member of the Management Information Systems team, Career and Technology Unit, and is a Block Grant/Priority Funding Specialist. She interacts with districts, providing technical assistance in resolution processes for challenges encountered with certification issues, or longer term or unique issues, regarding reporting data in the state Enrollment reporting cycles. She also provides technical assistance on an individual basis, over the telephone or on a one on one basis at the district, with an "Enrollment Reporting Overview" presentation. This technical assistance is available to those district people involved in this reporting process, to enhance the understanding of the interrelationship of these Enrollment reports, and the sequence and complexity of this yearlong process.
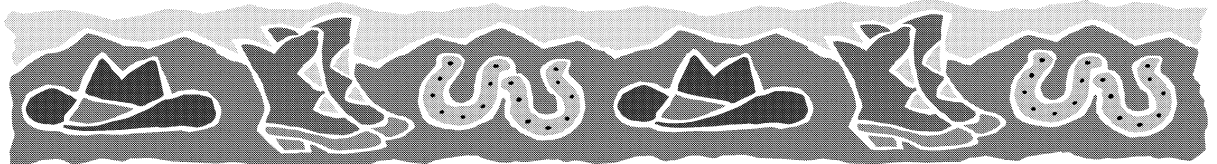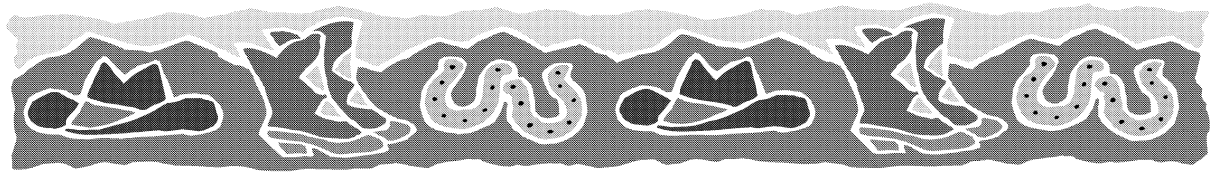
Rose Hurwitz
Education Program Specialist
Federal Vocational Programs Team
Career & Technical Education Unit
602-542-5075
rhurwit@ade.az.gov

Rose is an Education Program Specialist and a member of the Federal Vocational Programs team and is a Basic Grants specialist for 21 school districts throughout the state including the Arizona Department of Juvenile Corrections. She provides technical assistance in the development of the Basic Grant application for Carl Perkins federal funds usage, assisting districts in completing that application, reviewing, modifying and approving completed applications and amendments. She provides technical assistance to districts assisting them to adequately respond to state and federal requirements regarding Carl Perkins legislation, vocational CTE special populations and overall vocational CTE program improvement as well as monitors these funding and related compliance issues.

Marilee Johnson
Manager
Program Improvement Team
Career & Technical Education Unit
602-542-5358
mjohnso@ade.az.gov

Marilee is the Manager of the Program Improvement Team and oversees curriculum development, career resources. professional development, secondary and postsecondary accountability, performance measures and data quality. She works with districts in support of the eight (8) federally negotiated performance measures. She provides statewide technical assistance to districts, schools, and programs for enrollment reporting, performance data collection, student documentation, and program outcome reporting. Annually, she compiles and analyzes the state's CTE program performance outcomes and reports to Districts and Local Educational Agencies, CTE Management Team, ADE Management, and to the Federal Government (USDOE).
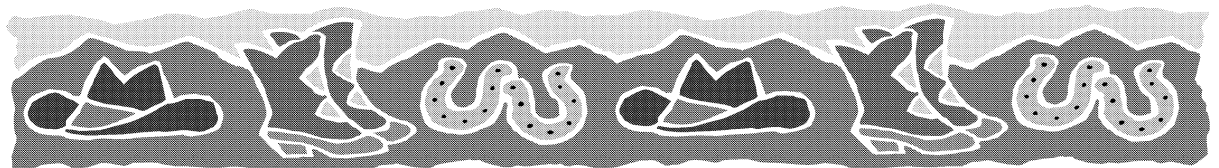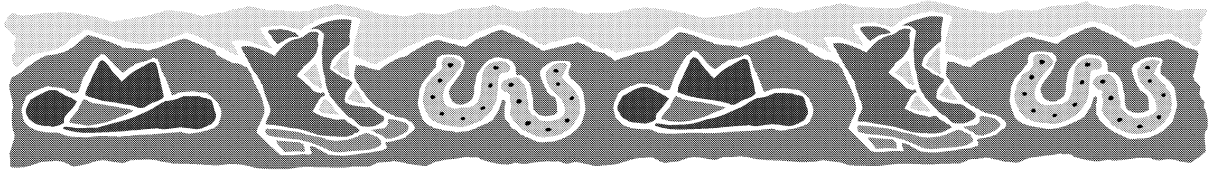
Donna Kerwin
Information Technology Specialist
Grants & Management Information Services Team
Career & Technical Education Unit
602-542-7881
dkerwin@ade.az.gov

Donna is your first contact regarding the Performance Measures Online System and all Enrollment Funding. Her responsibilities include the Funding Reports for Enrollment, Placement and Concentrator Reports, Course Enrollment and Program Enrollment Reports, and all data-entry issues - including all record layouts and text files. All electronic data processing questions regarding Enrollment, Placements or Concentrators should be directed to her. She can provide technical assistance in all areas of online web access, problems with our online systems, and data corrections.

Penny Legge
Accountability Specialist
Program Improvement Team
Career and Technical Education Unit
602-364-2470
plegge@ade.az.gov

Penny works with data that is submitted to CTE for the calculation of Performance Measures. You will see Penny during the summer if you are in need of Proactive Technical Assistance or if your data indicates a need for a Data Quality Review. Penny analyzes data during the year and provides statistics to Marilee Johnson, Manager of the Program Improvement Team, for use in reporting to Districts and Local Educational Agencies, CTE Management Team, ADE Management, and to the Federal Government (USDOE). If you have questions that relate to district data, you can call Penny.
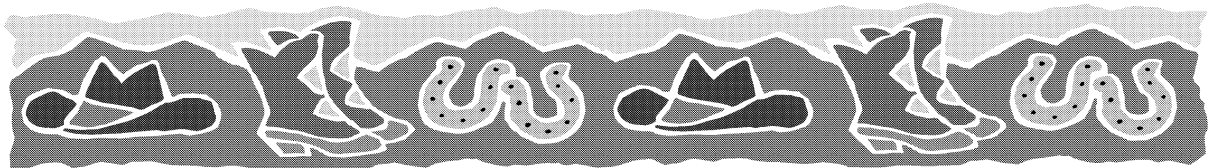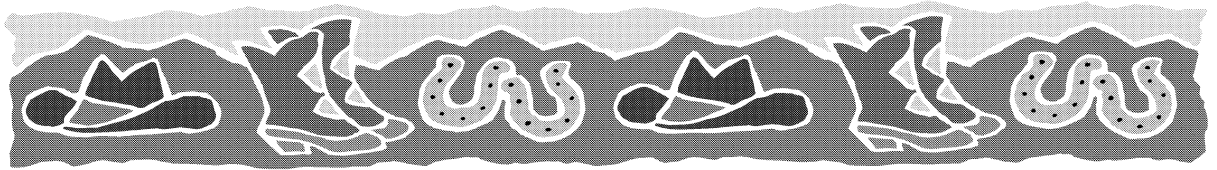
Jeanne Roberts
Education Program Specialist
Federal Vocational Programs Team
Career & Technical Education Unit
602-364-2211
jrobert@ade.az.gov

Jeanne is a member of the Federal Vocational Programs team and is a Basic Grants specialist for 25 school districts throughout the state. She provides technical assistance to districts assisting them to adequately respond to state and federal requirements regarding Carl Perkins legislation, CTE special populations and overall CTE program improvement. She is responsible for providing technical assistance to eligible districts in the development of the Basic Grant application for Carl Perkins federal funds usage, assisting districts in completing the application, and then reviewing, modifying and approving completed applications and amendments. She provides technical assistance and monitors funding and related compliance issues. Jeanne also is the Arizona Future Educators of America State Liaison and the OCR Team Leader.

Nancy Ryan-Schmidt
Supervisor, CTE Financial Services
Grants and Management Information Services Team
Career and Technical Education Unit
602-542-3823
nryan@ade.az.gov

Nancy is the new Supervisor of Career and Technical Education Financial Services. She oversees Tammie Chavez and Kathy Butts who are your first contacts for your state and federal basic grants, and she manages the Department of Education's Career and Technical Education administrative budgets. Because she has worked with the Grants Management Enterprise System extensively, she is a solid backup should you have questions concerning your grants when Kathy and Tammie are not available.
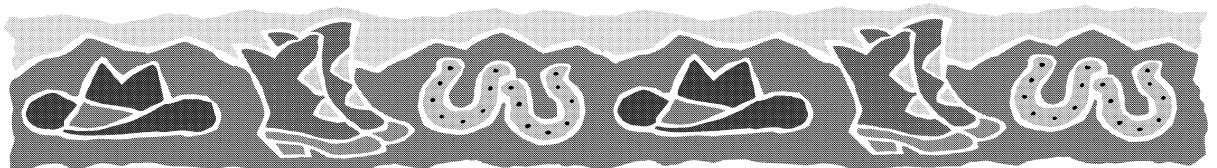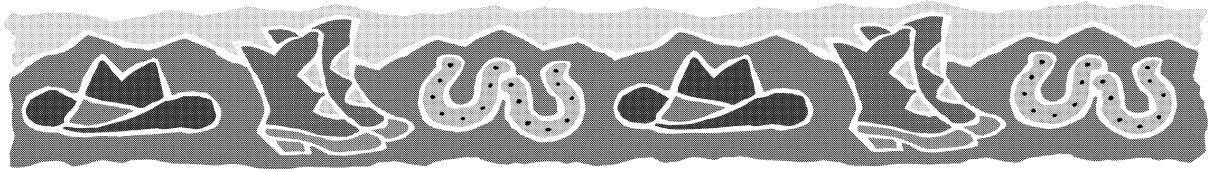
Jet Wilson
Enrollment Specialist
Grants & Management Information Services Team
Career & Technical Education Unit
602-542-5486
jwilson@ade.az.gov

Jet is responsible for notifying each district of their 40th Day and 100th Day Course Enrollment and end of year Program Enrollment submission due dates to CTE, as well as, logging all data submissions for Course and Program Enrollment and Concentrator and Placement reporting. Jet also, maintains all district record files and current district contact lists.
Jet offers assistance, over the phone or in person at Local Directors meetings and through training presentations and workshops throughout the year, on reporting data and correcting reports.
Jet Wilson and Della Hofer are the Enrollment Specialist Team.